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ABSTRACT

Six major concepts form the framework for this kindergarten nutrition education curriculum: (1) Food is essential for all living things (learning to identify foods and food sources); (2) Nutrition is the food you eat and how the body uses it (recognizing the relationship between body growth and the ingestion of food); (3) Food is made up of different nutrients needed for health and growth (recognizing the importance of food and eating a variety of foods); (4) All persons throughout life need the same nutrients, but in different amounts (recognizing bodily needs and becoming acquainted with nutrients); (5) Food production and sanitation affect food quality (identifying food supplies, learning to distinguish various forms of food, and recognizing the importance of personal hygiene); and (6) Eating is a behavioral activity which affects individuals socially, emotionally, and physiologically (learning the importance of good table manners). Learning activities are outlined for each concept, accompanied by illustrations and suggested resources for teachers. Supplementary materials are provided. (JD)

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NUTRITION EDUCATION CURRICULUM

ARKANSAS DEPARTMENT OF EDUCATION

ARKANSAS
DEPARTMENT OF EDUCATION

KINDERGARTEN CURRICULUM

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ARKANSAS NUTRITION EDUCATION AND TRAINING PROGRAM

OVERVIEW

Legislative Origin and Program Implementation

November 10, 19 7, Public Law 95-166 was passed amending the Child Nutrition Act of 1966 authorizing the Secretary of Agriculture to provide funds for development and implementation of comprehensive nutrition information and education in public schools, private non-profit schools, and child care institutions.

Paragraph (c) of Section 19 defines the term "nutrition information and education program" as a multidisciplinary program by which scientifically valid information about foods and nutrients is imparted in a manner that individuals receiving such information will understand the principles of nutrition and seek to maximize their well-being through food consumption practices. Nutrition education programs under the amended law are to include, but not be limited to, instruction of students, education staff, food service personnel, and parents (target groups), utilizing fully the school lunch and child nutrition programs as "learning laboratories". Two underlying objectives of the amendment are as follows:

(1) Increase participation in Child Nutrition Programs

(2) Reduce plate waste in the food service operation

Program implementation under the law utilizes the school cafeteria as a "learning laboratory" tying together what the child is learning about nutrition with what he is doing in the cafeteria and requires team effort of the educational staff and food service staff. If menus served correlate with classroom learning experiences, it will require close cooperation and planning of both components, i.e. teachers and food service personnel.

INTRODUCTION

The curriculum guide for kindergarten children of Schools of Arkansas is designed to assist teachers to facilitate nutrition education activities within the existing subject areas of instruction. Nutrition Education and Training for the teachers is desirable. However, the curriculum units have been designed for easy interpretation and utilization for individuals with or without previous training.

The framework of the guide is derived from six major concepts. Within the individual concepts, there are expected outcomes to be achieved by students. The access for achievement is through the guidelines of this curriculum. Guidelines are a "road map" to assist educational personnel in arriving at a specific destination. The classroom teacher may change, expand, and adapt these guidelines according to the levels of their students.

The Ashdown Title IV-C Nutrition Project serves as the core curriculum with supplemental materials adopted from Arkansas Developer Schools.

Art work and illustrations by Jerry Swope, Program Advisor, NET staff.

PREFACE

These materials have been prepared to provide Administrators, Educational Staff and Food Service Personnel of Child Care Institutions with ideas, suggestions and techniques of implementing nutritiion education into established subject areas for a "total school nutrition program" as intended in P.L. 95-166.

Nutrition Education is a "multidiciplinary" area in the total educational process and should be an integral part of the whole curriculum forming an essential base for the most important asset every child possesses....the potential fo developing to the fullest.

Instructional methods and materials should relate subject matter content to the Food Service Programs in which the school lunch facility is employed as a learning laboratory, to stimulate the learning processes of children relative to their ability to understand their nutritional needs.

Just as good nutrition is the foundation of good health, the total food intake a child furnishes to his body is an essential part of his mental, physical, and emotional alertness. Learning what to eat and why, learning to make wise food selections, and applying this knowledge to everyday life must be taught! Nutrition advocates, (Food service Directors and staff, teachers, administrators and parents), who practice good nutrition must realize that what they do is more important than what they say in teaching young children about food. School feeding programs provide actual participation where the concepts of good nutrition can be experienced. The effectiveness of a nutrition education program is dependent upon those individuals participating in the child's education. Educators must possess basic, usable knowledge, secure enough to critically read nutrition materials and master the techniques and tools to motivate children toward better nutrition as a way of life.

ARKANSAS NUTRITION EDUCATION PROGRAM

Curriculum Guide

for

Kindergarten

The six major concepts, accompanied by sub-concepts used as the framework for development of the following instructional guide are listed below.

Concept I: Food is essential for all living things.

Level A: Identify foods in natural form.

Level B: Identify food sources from plants and animals.

Level C: Identification of food by sight, touch, taste, smell and sound.

Concept II: Nutrition is the food you eat and how the body uses it.

Level A: Identify items which are foods. Recognize why people need food.

Level B: Recognize that the body changes.

Level C: Recognize there is a relationship between amount eaten and body size.

Concept III: Food is made up of different nutrients needed for health and growth.

Level A: Recognize the importance of food and eating variety of foods.

Level B: Identify unfamiliar foods. Taste new foods.

Level C: Realize the importance of breakfast.

Concept IV: All persons throughout life need the same nutrients, but in different amounts.

Level A: Recognize that the body needs food, oxygen and water.

Level B: Recognize that people eat different foods. Introduce nutrients.

Concept V: Food production and sanitation affects food quality.

Level A: Identify people who provide and supply food.

Level B: Distinguish the various forms of foods; ex., fresh apples, apple sauce, baked apple, etc.

Level C: Practice personal cleanliness habits before eating. Recognize that food must be cleaned before eaten.

Concept VI: Eating is a behavioral activity which affect individuals socially, emotionally and physiologically.

Level A: Demonstrate accepted table manners for the group.

Level B: Recognize accepted behavior for public dining. Be friendly in the cafeteria. Practice eating foods at a slower rate.

Level C: Identify foods served on holidays. Experience eating together with family and friends.

CONCEPT I

FOOD IS ESSENTIAL FOR ALL LIVING THINGS

CONCEPT:	1. Food is essential for all living things.
SUB-CONCEPT:	A. Identify foods in natural form.
LEARNER OUTCOME:	Recognize a variety of food forms. Develop favorable attitudes toward, and acceptance of, unfamiliar foods.
BEHAVIORAL OBJECTIVE:	Correctly identifies a variety of food forms and associates these with the food in natural form.
MEASUREMENT:	Name common food forms and correctly associates these with natural foods.

Learning Activities	Teacher Resources
1. Children can color and cut out pictures of the natural forms of foods which are most familiar to them.	
2. Children can find magazine pictures of foods in their natural form, cut them out and identify them. They can try to see how many they can locate and name. They can determine the similarities or differences.	
3. Children can make a food collage. Have them cut pictures of different foods out of magazines and glue them together to make a collage.	
4. Have a fresh vegetable or fresh fruit for the child's supplementary feeding.	
5. Select from this week's school menu foods that will be served in their natural form.	5. Dietary menu sheets
6. Bring several kinds of cheeses to show children a natural form.	
7. Make sound boxes with different grain products (rice, spaghetti, macaroni, etc.). Have children make sounds while playing music, or taking turns shaking their box.	7. Music Supplement

CONCEPT: I. Food is essential for all living things.

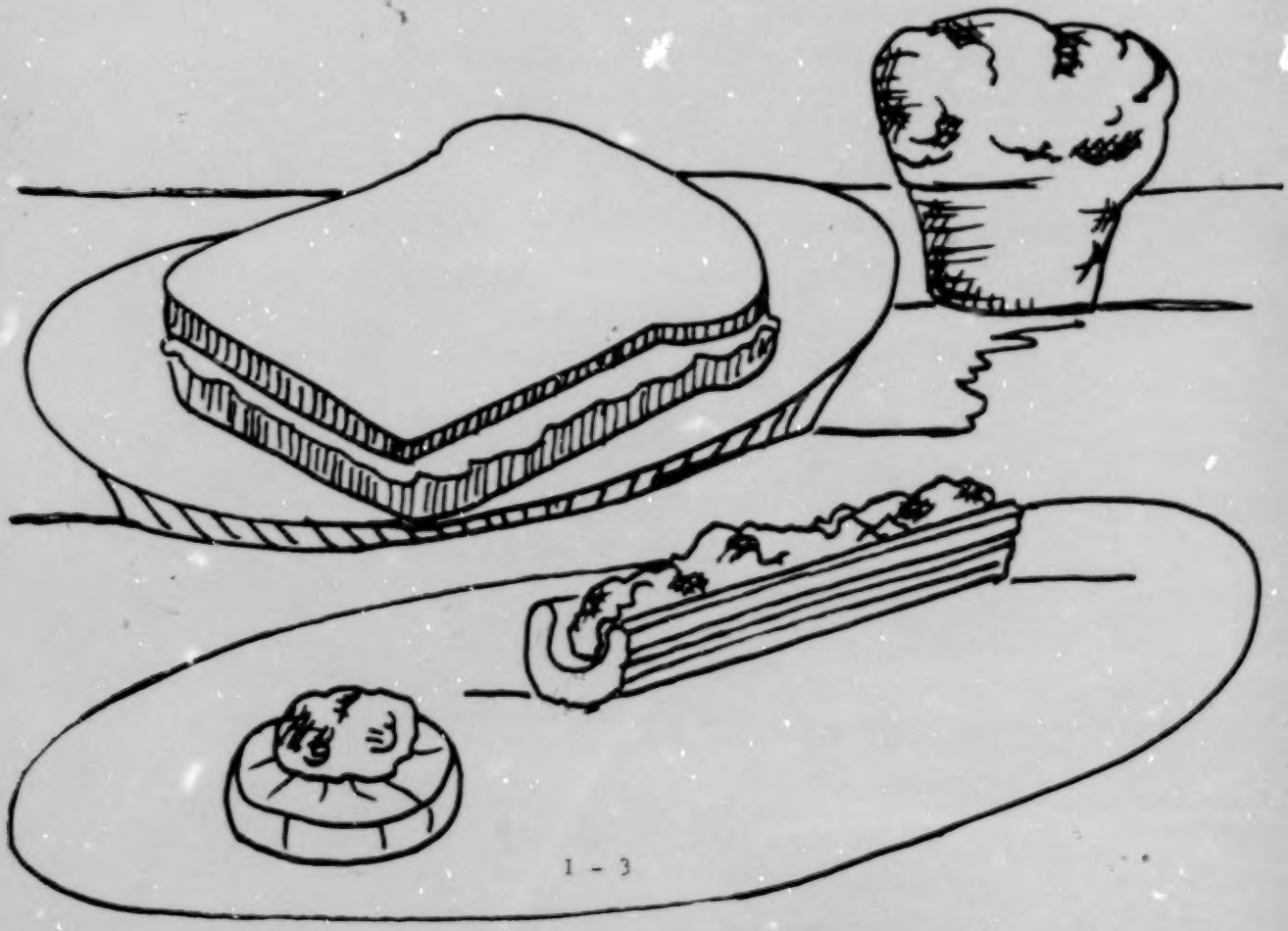
SUB-CONCEPT: A. Identify foods in natural form.

Learning Activities	Teacher Resources
8. Students make Carla Cabbage, Gertrude the Grape Alexandria Apple Carrot Radish Sack Puppets; then teacher tells the story behind each puppet.	8. Activity I - A, pages I - 5 to I -15.
9. The Polished Apple filmstrip on the "Nutrient Express".	
10. Songs to sing about food: -- Fingerplay -- Saturday Shopping -- Making Pancakes -- The Apple Tree -- Peas Porridge Hot -- Peter Peter Pumpkin Eater -- Plants Grow -- Mix a Pancake -- There Was An Old Woman -- Muffin Man	10. Activity I - A, pages I - 16 and I - 17.

CONCEPT: I. Food is essential for all living things.

SUB-CONCEPT: A. Identify foods in natural form.

Learning Activities	Teacher Resources
11. Use play dough to form vegetable or fruit shapes	
12. Suggested Cooking Experiences -- Homemade butter -- Carrot, apple and raisin salad -- grilled cheese sandwiches -- pig-in-a-blanket -- muffins -- pancakes -- cabbage and peanut butter -- celery and carrots and peanut butter	12. McClenahan, Pat; Cool Cooking for Kids, Fearon Publisher, Inc., Belmont California Wannen, Elizabeth; Fun-To-Cook Book Firefly Paperback, Scholastic Magazines, Inc., New York, New York



CONCEPT: 1. Food is essential for all living things.

SUB-CONCEPT: A. Identify foods in natural form.

Learning Activities	Teacher Resources

13. **Games about Food**

-- Pat-a-Cake
-- Fruit Basket Turn Over
-- Plants Grow
-- Mulberry Bush
-- Hot Potato

14. Suggested Stories:

Plants We Live On - Fenton

Carrot Seed - Krauss

Molly's Woodland Garden - Rockwell

Carrots and Other Root Vegetables - Selsom

The Plants We Eat - Selsom

The Little Mouse Who Would Not Eat His Breakfast

The Little Red Hen and Peter Rabbit

An Apple Is Red - Curry

First Fruit Book - Beck

Ten Apples Up On Top - Le Sieg

Blueberry for Sal - McClouskey

The Pancake - Childcraft, Vol. 2, PP. 145-149.

The Gingerbread Boy

The Hungry Stranger - Bonsall

The Seed That Peacock Planted - Kepes

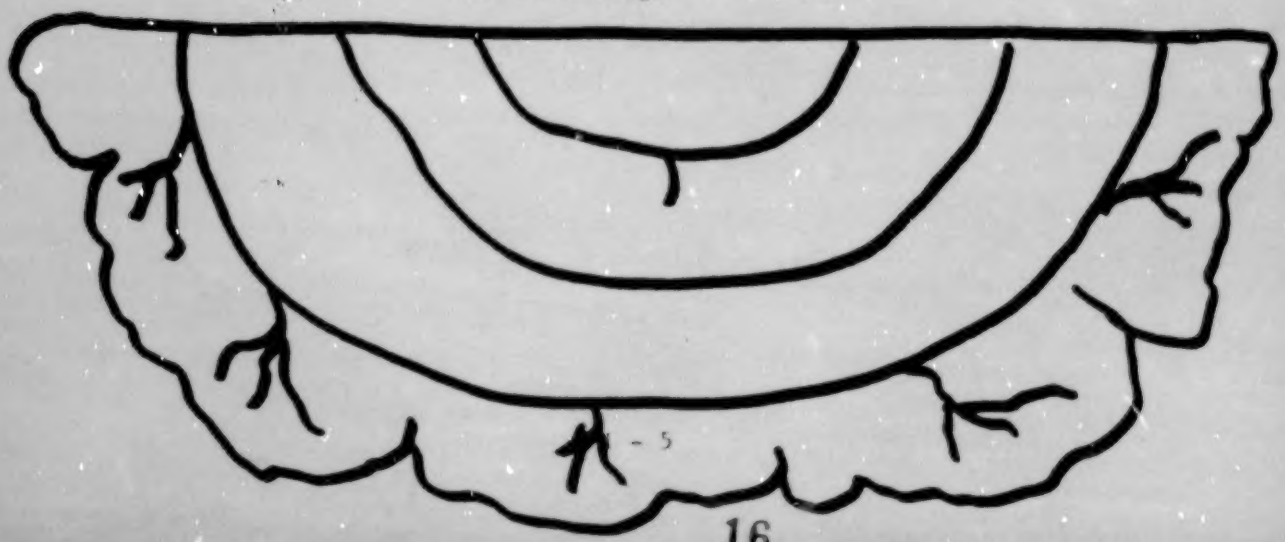
My Garden Grows - Watson

The Three Little Pigs

15. **Field Trips**
Visit a bakery
Visit fruit stand or produce department
Visit a dairy
Visit a farm

16. Plant some seeds - watch them grow.

Carla Cabbage



RESOURCE:
ACTIVITY 1-A

CABBAGE

Originally found wild on the seashores of Southern Europe, England and Denmark, the cabbage today is very extensively cultivated all over the world. It is interesting to note that several varieties of this vegetable were known as far back as the early days of Greece. In fact, from these original strains stem several or our present vegetables - brussells sprouts, cauliflower, kale and kohlrabi.

Despite its plentifulness, however, cabbage can be expensive if you do not pay attention to its careful selection. There are numerous common varieties but the quality characteristics are generally the same for all types.

Well-trimmed, reasonably solid heads that are heavy for their size and show no discolored veins, are your best buy. Early or new cabbage is not so firm as some of the fall and winter strains, which are suitable for storing.

One of the most unusual-appearing varieties is called Savoy cabbage. Its yellowish, crimped leaves form a head usually not much harder than that of Iceberg lettuce. Another novel type is Celery cabbage, also called Chinese cabbage, which has some of the characteristics of both Romaine and cabbage. This variety is used principally for salads and its long, oval-shaped head should be firm, fresh and well-blanched.

Except for color, red cabbageis identical to other "headed" types.

Tests show that raw cabbage is rich in Vitamin C and has a fair content of Vitamin B1. Like so many other vegetables, it also is a good source of several important minerals, and is low in calories.

Incidentally, here's a cooking hint. The typical odor can be appreciably decreased by dropping a whole walnut into the water in which this vegetable is cooked.

Cabbage stores well at 32 degrees F. and 90% relative humidity, if well-ventilated. It wilts quickly in dry storage.

The smaller the pieces, the faster cabbage will cook; and the faster it cooks, the better for flavor, as well as nutrition. Cut it into portion size before cooking. Shredded cabbage makes an excellent hot vegetable, in addition to being one of the top favorite raw salads (cole slaw). Marinate uncooked cole slaw in dressing for at least an hour and toss occasionally. Red cabbage makes a colorful accent to tossed lettuce salad. There is cabbage soup, stuffed cabbage, baked cabbage in egg casserole and cabbage with sour cream.

Annual available supply is fairly constant, every month of the year.

Adapted From: The Buying Guide. Ed. Dept.
Blue Goose, Inc. PO.Box 46, Fullert
Ca. 92632

Gertrude the Grape

RESOURCE:
ACTIVITY I-A

GRAPES

The people of Biblical times were perhaps more familiar with grapes, their culture and uses, than we are today. In the hot, Asiatic countries, as in many European nations, wines made principally from the juice of grapes were drunk in place of water. Unsanitary conditions and lack of pure drinking water contributed largely to the prevalence of this custom.

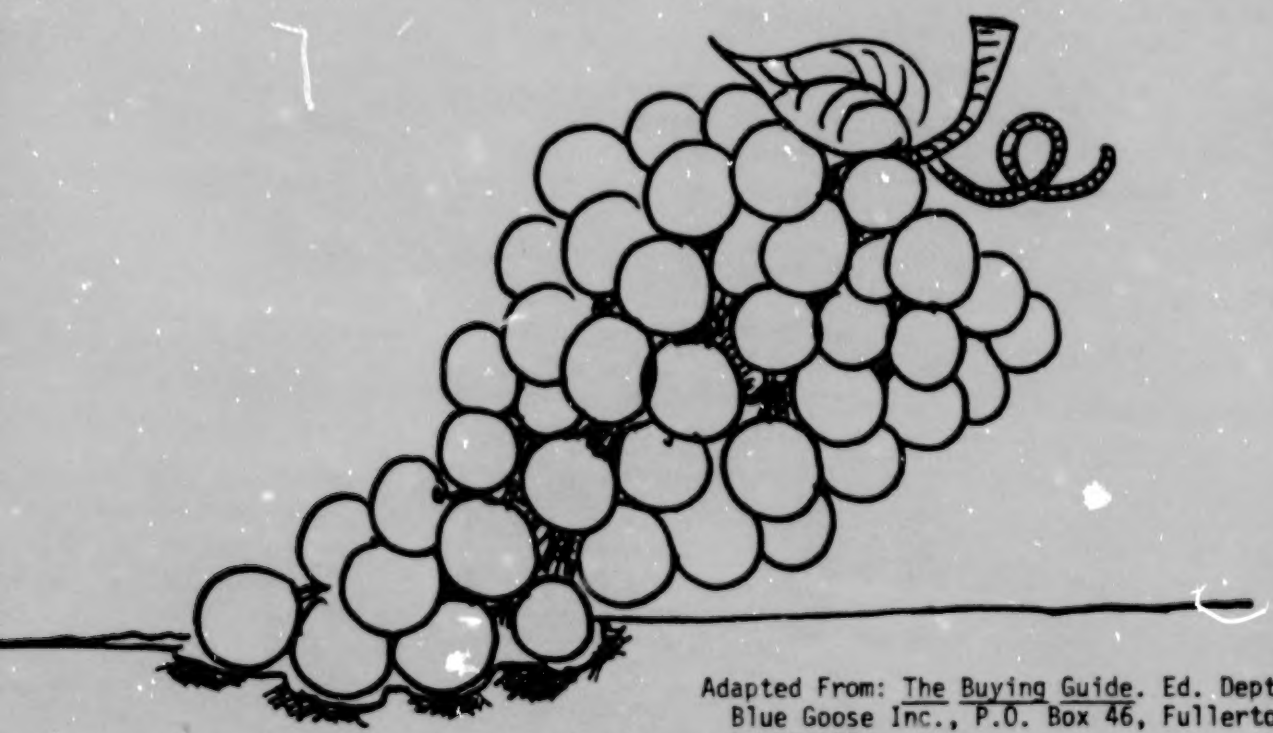
In any event, grapes have been a popular fruit down through the centuries and are raised in large quantities in the U.S. Actually, the grape is grown over the greater part of the world except in regions of extreme cold. Grape-growing is the world's biggest fruit industry!

Grapes for commercial use are divided into four major, one minor group: table, raisin, wine, juice, with canning the minor group. The same grape may be in more than one, or even in all, groups -- such as the Thompson Seedles, which is suitable for all five types of uses. A limited number of varieties produce wines of good quality - and raisins, for example, are produced mainly from three varieties.

When selecting grapes, choose those bunches that are well formed and good looking. You will find color is a good guide to ripeness. The darker varieties should be free of a green tinge, white grapes should have a decided amber coloring when completely matured. Fully ripened grapes are fairly soft to the touch and tender to the taste.

Unlike some other fruit, grapes will not improve in either color, sugar, nor quality, after they have been harvested and, therefore, should not be expected to ripen, having left the vine.

Grapes are highly perishable, so handle them carefully. They should be refrigerated near 32 degree F., 90% relative humidity. Use them quickly while they are at their very best.



Adapted From: The Buying Guide. Ed. Dept. Blue Goose Inc., P.O. Box 46, Fullerton, Ca. 92632

Alexandria Apple

RESOURCE:
ACTIVITY I-A

APPLES

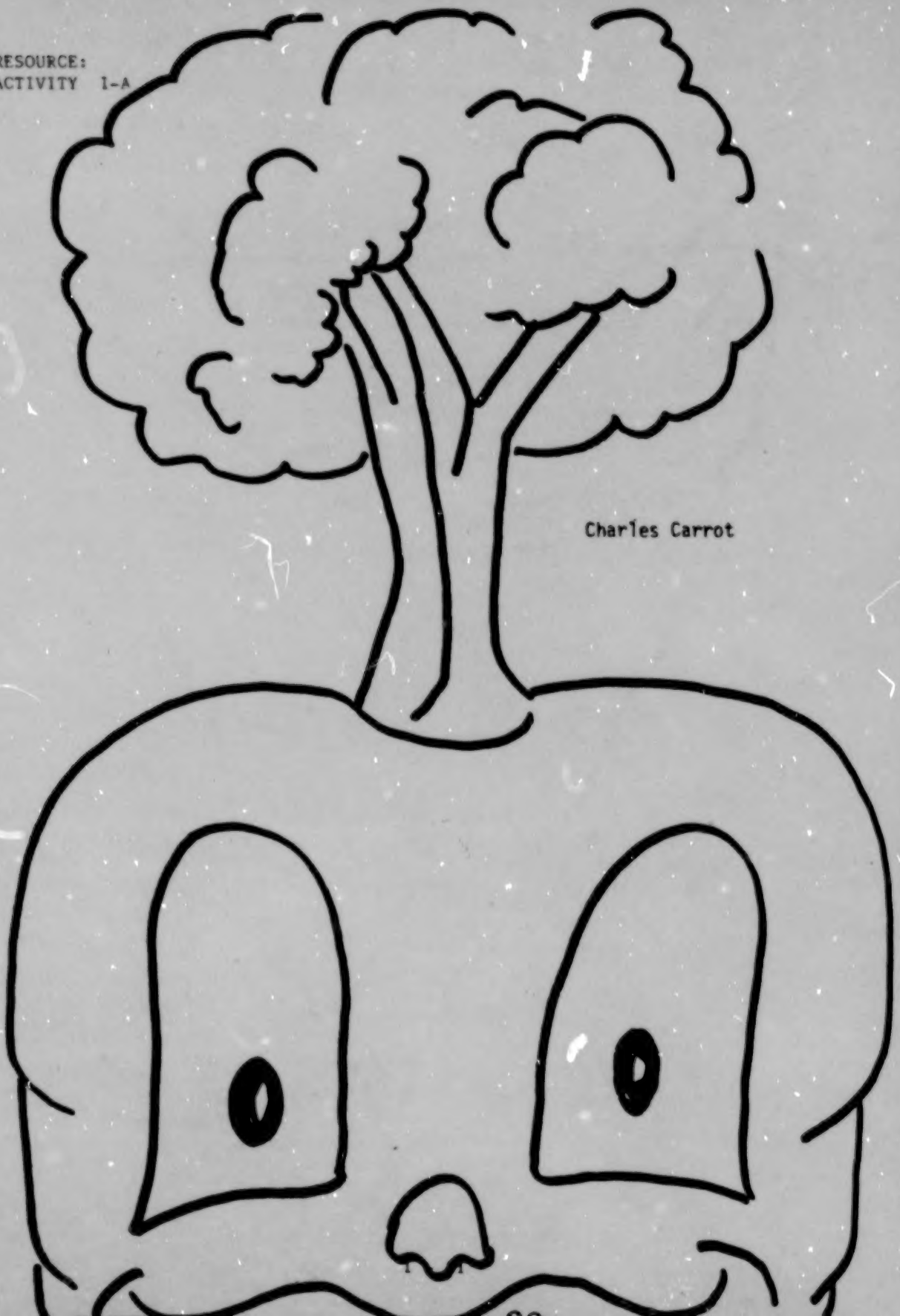
Historians tell us that the apple was known to ancient cavemen and to the Early Greeks and Romans - perhaps not in the succulent form in which expert horticulturists give it to you today, but nevertheless with many of the desirable eating qualities which make it known as the "King of Fruits".

And King Apple is still the all-American fruit, according to a national consumer survey conducted recently. Apples are purchased with some regularity by 93% of U.S. families, the survey found, compared to 92% who regularly buy and eat bananas and 83% fresh oranges. As expected, the Red Delicious variety led all the rest in terms of consumer awareness and preference, with 95% of the primary food buyers acquainted with this variety.

Too many housewives buy apples without regard to variety and, consequently, fail to get the best the market affords. There is no such thing as the typical apple flavor, as each variety has its own distinctive taste - sweet, mellow, or tart, as the case may be. Some apples are better suited for baking, some for eating out of the hand, while others make better sauce because of their firmness of flesh as well as their flavor characteristics. There are 7,000 varieties of apples grown in the U.S. and listed by the Department of Agriculture's division of plant industry. Of these varieties, 13 provide about 90% of the total production.

Adapted From: The Buying Guide. Ed. Dept.
Blue Goose. P.O. Box 46, Fullerton, Ca. 92632

RESOURCE:
ACTIVITY 1-A



Charles Carrot

RESOURCE:
ACTIVITY 1-A

CARROTS

When carrots were first brought to England from Holland, stylish ladies used the feathery leaves to decorate their hair, and in Germany a substitute for coffee was made from carrots chopped into small pieces and browned.

Indians liked carrots so well, they would steal them from the early settlers' gardens, when they stole nothing else!

The carrot owes its chief claim of nutritional fame to the extraordinary amount of Vitamin A found in its roots. As a matter of fact, this vitamin is also termed "carotene" and 3/4 of a cup of raw carrots can supply over twice the amount needed daily by the average person; 100 grams of edible portion has 11,000 units. Vitamin A improves vision, particularly at night, doctors tell us.

Brightly and good-colored carrots that have a well-shaped, firm flesh are best eating. Usually these are smooth, clean and free from straggling rootlets.

Carrots today are principally sold in a plastic-like bag. Science learned the carrot top draws moisture from the root and therefore carrots without tops will stay fresh longer than those with tops.

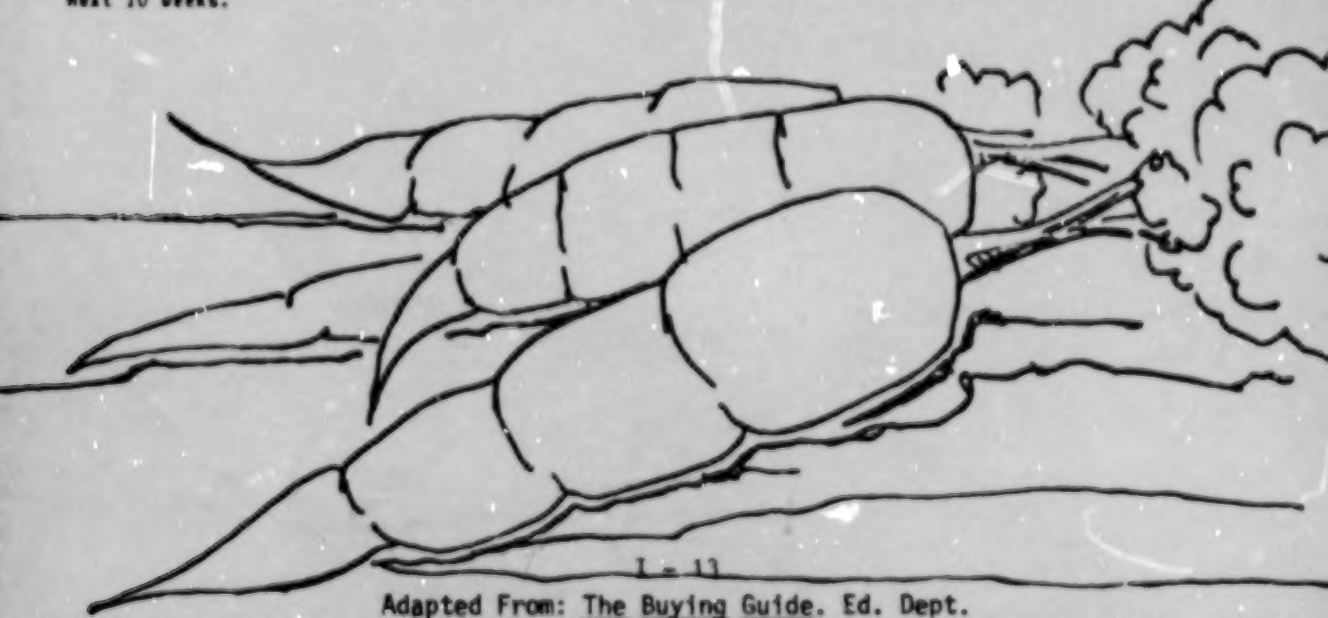
Principal states of production are California, Texas, Michigan. Some carrots grown in nothern states and Canada are stored with their tops off. With favorable moisture and temperature control, they can be stored in good condition for many months. Ideal storage conditions are 32 degrees F., relative humidity 95%.

Fresh carrots are an easy-to-prepare fresh vegetable. Wash, trim as necessary. "Shoestring" or carrot sticks can be the tastiest of carrot dishes. The flavor actually changes in this cut because there is a greater ratio of outside area to core material. Carrots Vichy (glazed in butter with chopped parsley) is another good method. Add whole carrots to the top of a pot roast as it is cooking, and they will take on the flavor of the meat.

Fresh carrots are on the market all year, with no distinct peak and with large supplies at all times. The carrot is of the parsley family, which includes also dill, caraway, coriander, anise, parsley, parsnips, celery and many others - about 2,500 species in all.

Raw carrots, per 100 grams, have 42 calories; cooked, 31 calories. Eaten raw, carrots are one of the important detergent vegetables helpful to dental health.

Carrots are unaffected by loss of nutrient value when properly stored. Carotene, precursor of Vitamin A, actually increased in a 20 week storage test, remained constant for the next 10 weeks.



Adapted From: The Buying Guide. Ed. Dept.

Rebecca the Radish

RESOURCE:
ACTIVITY I-A

RADISHES

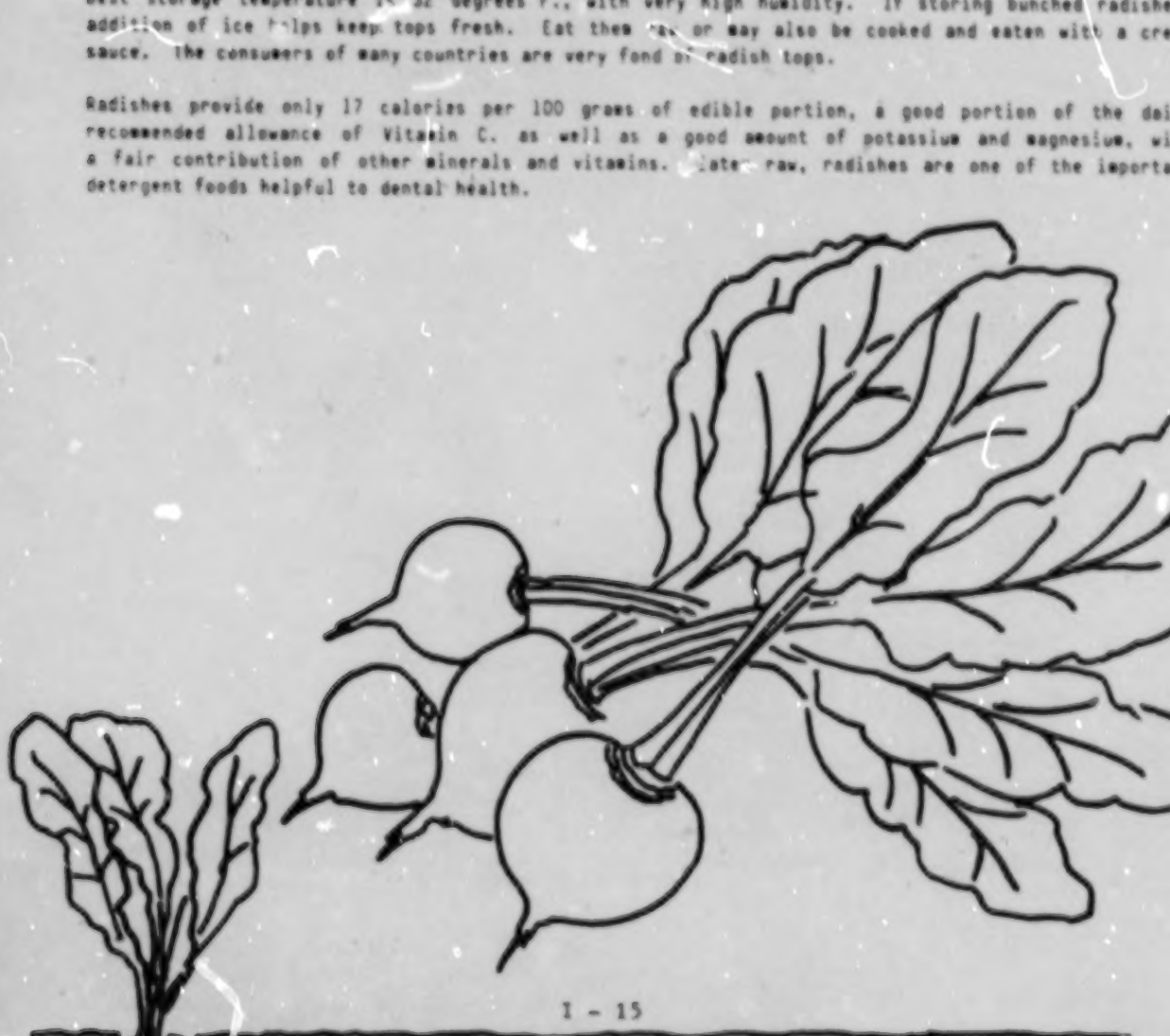
China is believed to be the country of origin of this vegetable.

Good quality in fresh radishes is not indicated by the condition or color of the leaves, but the root, which should be smooth, crisp, and firm, never soft or spongy. The long white, mild flavored ones are called "Icicles" but the small red "button" variety is more popular. Red radishes vary in size from about 1 inch in diameter up to four inches; the long ones from three inches up to ten inches in length. They are plentiful every month of the year!

In addition to the most popular varieties just mentioned, there is also a round white and a round black radish.

Because of the better keeping quality of radishes without tops, the most common method of selling radishes is in a plastic-type bag containing four, six or eight bunches of topped radishes. Best storage temperature is 32 degrees F., with very high humidity. If storing bunched radishes, addition of ice helps keep tops fresh. Eat them raw or may also be cooked and eaten with a cream sauce. The consumers of many countries are very fond of radish tops.

Radishes provide only 17 calories per 100 grams of edible portion, a good portion of the daily recommended allowance of Vitamin C. as well as a good amount of potassium and magnesium, with a fair contribution of other minerals and vitamins. Eaten raw, radishes are one of the important detergent foods helpful to dental health.

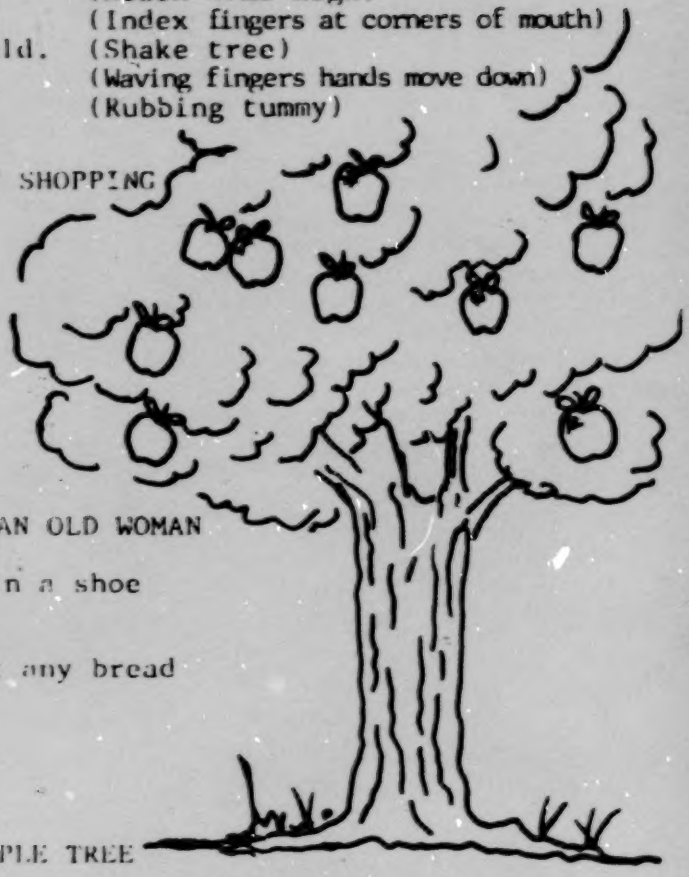


FINGERPLAY

Way up in the apple tree	(Reach arms high)
Two little apples smiled at me.	(Index fingers at corners of mouth)
I shook that tree as hard as I could.	(Shake tree)
Down came the apples	(Waving fingers hands move down)
Mm-m-m-m-m-m, were they good!	(Rubbing tummy)

SATURDAY SHOPPING

To market, to market,
On Saturday morn,
For prunes and potatoes
And ears of sweet corn,
For bacon and sausage---
For apple and pear.
To market, to market,
Our cupboard is bare.



THERE WAS AN OLD WOMAN

There was an old woman who lived in a shoe
She had so many children
She didn't know what to do
She gave them some mangoes without any bread
She spanked them all soundly
And sent them to bed.

Rhythmic Activity

THE APPLE TREE

The apple tree is tall and strong	(Reach hands up high)
With apples at the top.	(Make "apples" with fists)
I shake the apple tree like this---	(Shake tree)
An apple falls off---plop!	(One fist (apple) falls into cupped hand)
I eat the apple---yum, yum,	(Pretend to eat)
Until the seeds I see,	(Cup hands, peer inside)
And if I plant the seeds, I know,	(Remove seeds one at a time)
There'll be another tree.	(Stretch arm up high)

PEAS PORRIDGE HOT

Peas porridge hot	(Slap knees, hands, partner's hands)
Peas porridge cold	(Same as above)
Peas porridge in the pot	(Slap knees, hands, partner's hands, hands)
Nine days old	(Slap knees, hands, partner's hands)
Some like it hot	(Repeat as above.)
Some like it cold	
Some like it in the pot	
Nine days old.	

RESOURCE:
ACTIVITY I-A

PAT-A-CAKE

Pat-a-cake, pat-a-cake, Baker man
Bake me a cake as quick as you can
Pat it and prick it and mark it with _____
Put it in the oven for _____ and me.

MIX A PANCAKE

Mix a pancake,
Stir a pancake,
   Pop it in a pan;
Fry the pancake,
Toss the pancake--
   Catch it if you can.

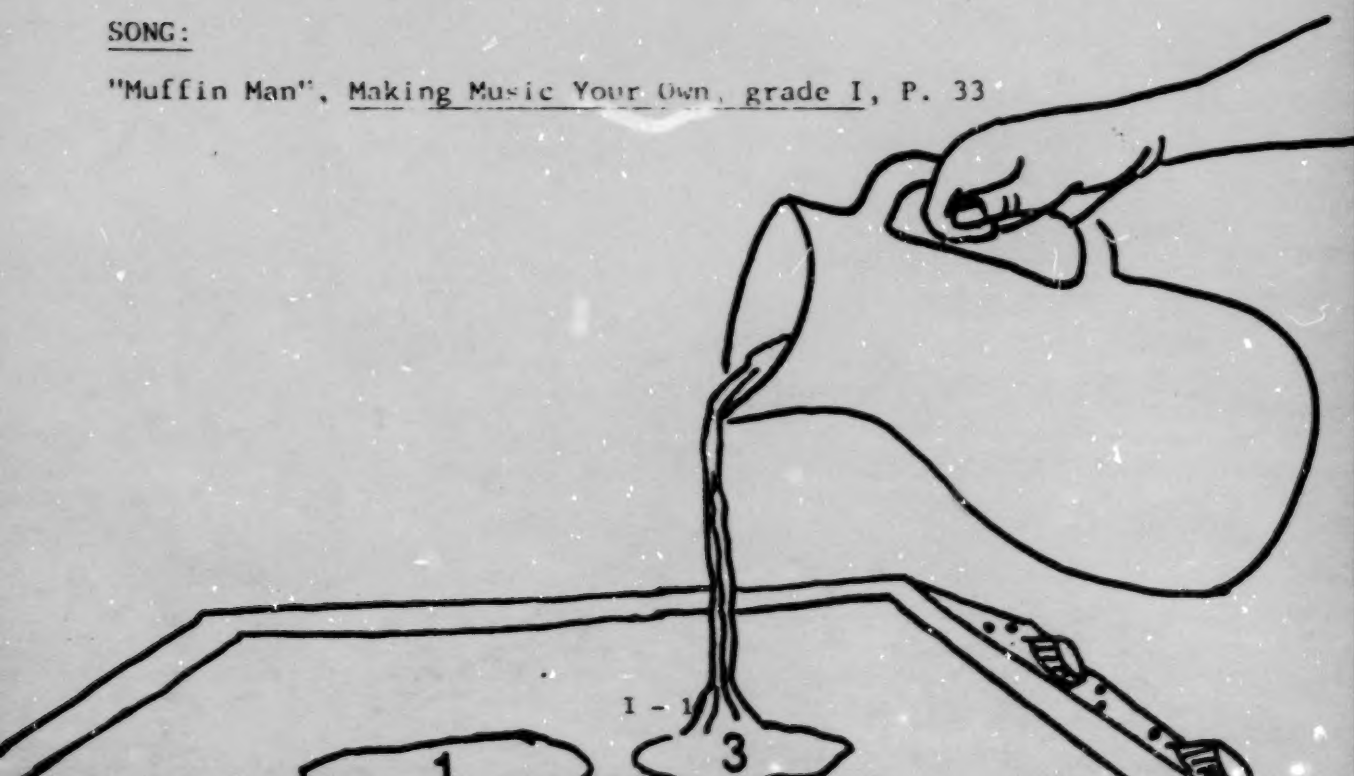
MAKING PANCAKES

I am making pancake dough
Round and round the beaters go.
Add some flour from a cup.
Stir and stir the batter up.
Dip them neatly if you can.
Pour them on a frying pan.

Fry them; Count them: one, two, three.
Serve them to my friends and me.

SONG:

"Muffin Man", Making Music Your Own, grade I, P. 33



RHYTHMIC ACTIVITY

Cornstalks grow high, 'way up in the sky. (Reach up arms)
Watermelons are round, and sit on the ground. (Put hands together, make horizontal circle with arms.)

But under the ground, where no one can see, (Point to ground, shake head.)
Grow carrots, potatoes, and onions, all three!

GAMES:

Hot Potato - Children stand in circle. They hold in hand a potato or fluff ball to represent the hot potato. The object of the game is to keep the potatoes going in the circle without stopping or getting bunched up.

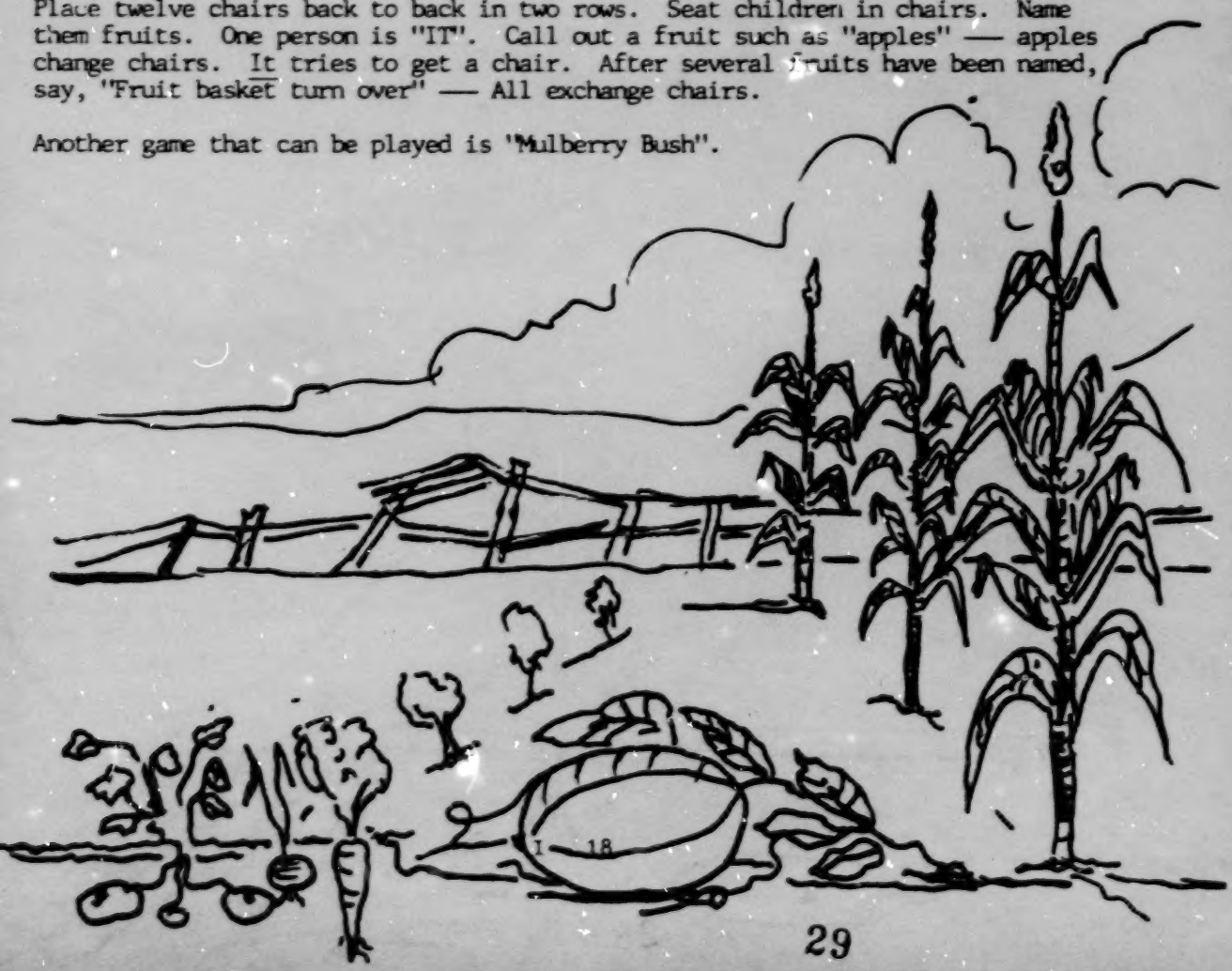
Fruit Basket Turn Over (one version)

Have two, to five children stand in a row. Let one child look closely at them then go out of room. While he is out, the children change about. (Mix themselves up). When he re-enters the room, he tries to put them back in the original order.

(Another version)

Place twelve chairs back to back in two rows. Seat children in chairs. Name them fruits. One person is "IT". Call out a fruit such as "apples" — apples change chairs. It tries to get a chair. After several fruits have been named, say, "Fruit basket turn over" — All exchange chairs.

Another game that can be played is "Mulberry Bush".



CONCEPT: 1. Food is essential for all living things.

SUB-CONCEPT: B. Identify food sources by plant and animal.

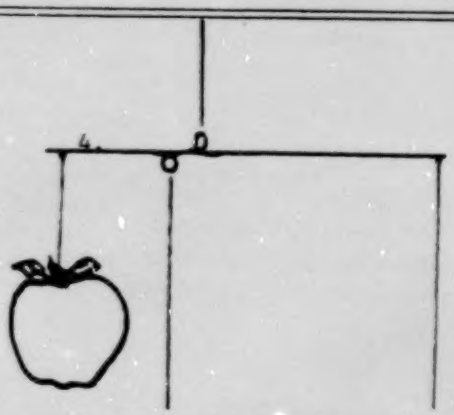
LEARNER OUTCOME: Develop an awareness of food source differences. The child recognizes that plants have various edible parts.

BEHAVIORIAL OBJECTIVE: The child identifies familiar foods as plant or animal.

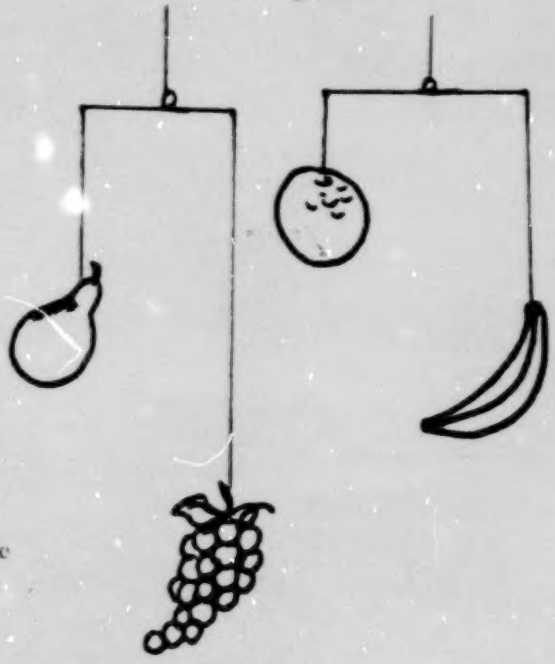
MEASUREMENT: Given a number of familiar foods, both animal and vegetable sources, the child can identify source. Child can tell if a food is from the leaves, stem, roots, etc.

Learning Activities	Teacher Resources

1. Children can draw, color and identify a fruit tree. Do give the children a specific assignment of any fruit tree.
2. Children can draw, color and identify a vegetable. Do give the children a specific assignment of any vegetable.
3. Children can draw, color and identify an animal from which we get food. Do give the children a specific assignment of any animal food source.
4. Children can make plant and animal mobiles.
5. Have children go through the "Who Am I?" series. Resource: Page
6. Have an eating experience using plants with different edible parts.



5. Large food models of fruits, meats and vegetables.



7. With children seated in a circle, discuss the fact that all foods come from animals or plants. Name some foods and have the children tell whether they are plants or animals. Tell the children that for the lesson today, they will talk about some plant foods. Explain that some plants that people eat are seeds. Show them dried beans and peas. Identify them. Allow the children to handle them. Ask the children to name them. Explain that these are seeds. Tell how we prepare them to eat them. Explain that since they are seeds, they can be planted. Ask what will happen if they are planted. Plant them in babyfood jars which are stuffed with cotton or tissue. Place the seed between the glass and the cotton or a small self-seal plastic bag may be used. Keep moist. Watch for root formation and stalk growth. Explain that we do not

CONCEPT: 1. Food is essential for all living things.

SUB-CONCEPT: B. Identify food sources by plant and animal.

Learning Activities	Teacher Resources

the leaves or stalk, but when new beans or peas grow from the stalk, we could eat them.

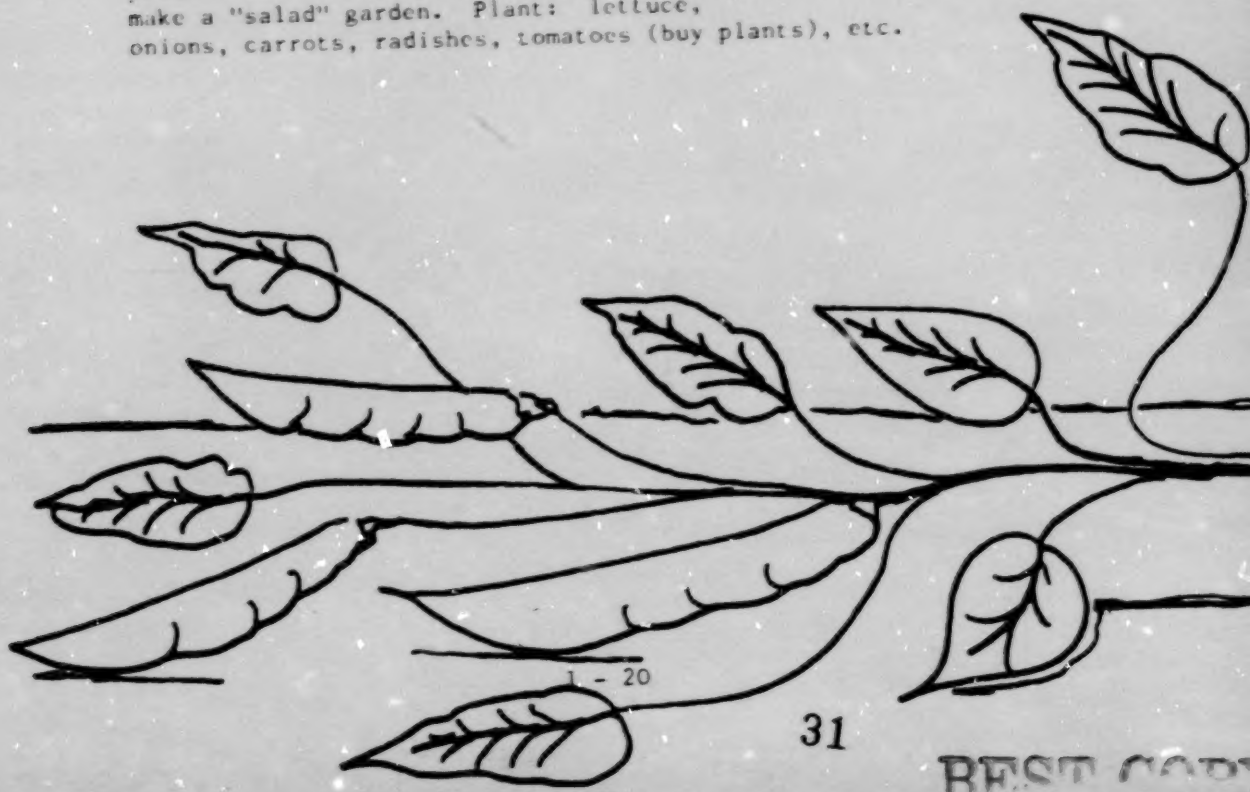
8. Heat the canned beans and peas. Taste one at a time and identify. (Small children have a difficult time distinguishing between beans and peas.)

9. a -Have children bring from home, "seeds we eat".

b -Make a mosiac picture with the dried beans, peas, corn, or any other seeds.

c -Have the children take home the seeds planted in the baby food jars to be transplanted in their garden.

d -Have a room garden. Using an old plastic wading pool, fill with soil. Plant various seeds of food plants and mark each with the seed packet. Take turns watering. Eat the produce when it is ready. The children might make a "salad" garden. Plant: lettuce, onions, carrots, radishes, tomatoes (buy plants), etc.



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FRUIT FUN

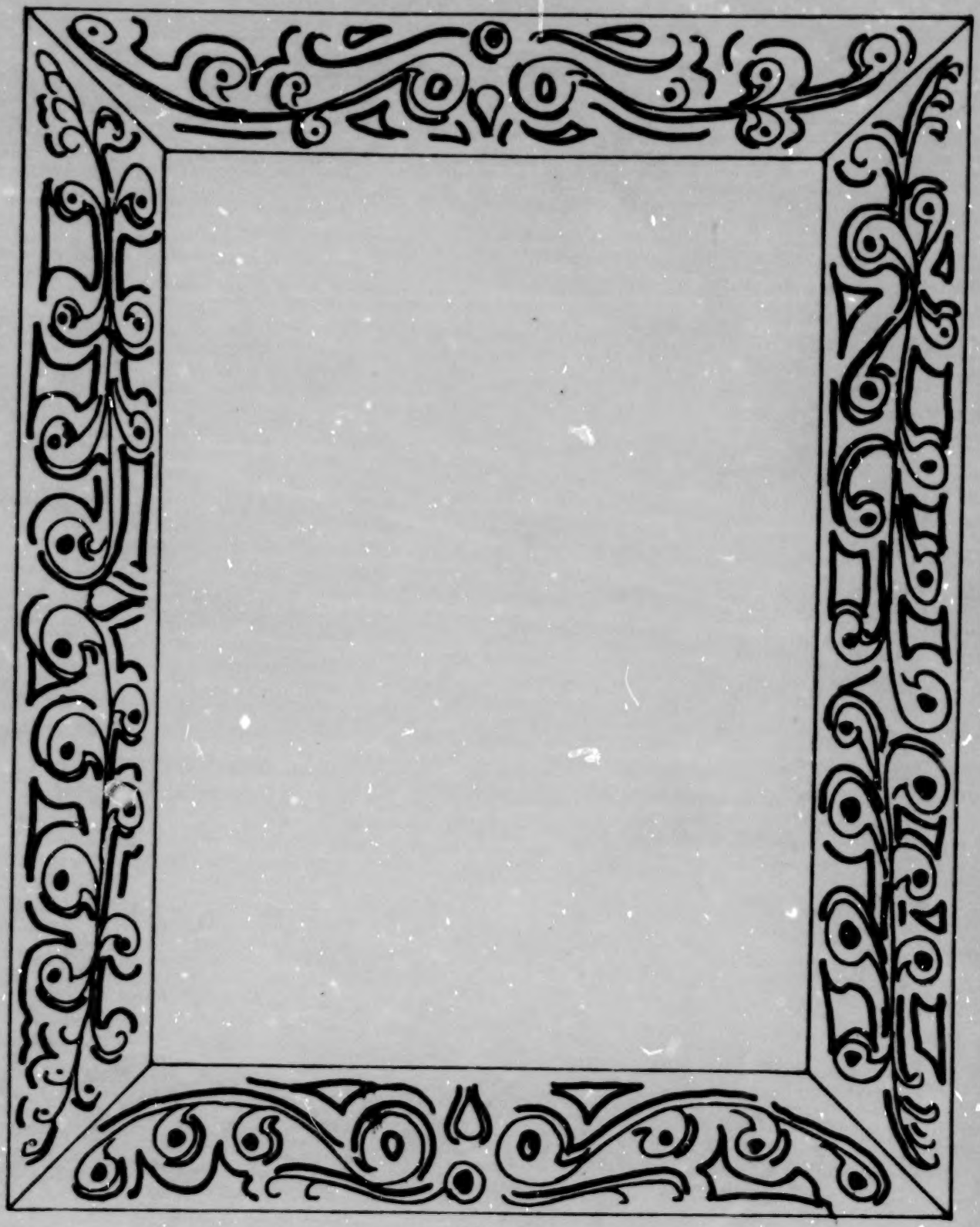
RESOURCE:
ACTIVITY I - B

Draw your favorite fruit tree

VEGETABLE FUN

RESOURCE:
ACTIVITY I - B

Draw your favorite vegetable



RESOURCE SHEETS

WHO AM I SERIES

ACTIVITY I-B-5

QUESTIONS FOR SERIES

1. Who am I?
2. What color am I?
3. Am I a plant or animal?
4. If I am a plant, do I grow above ground or below?
5. In what basic food group do I belong?

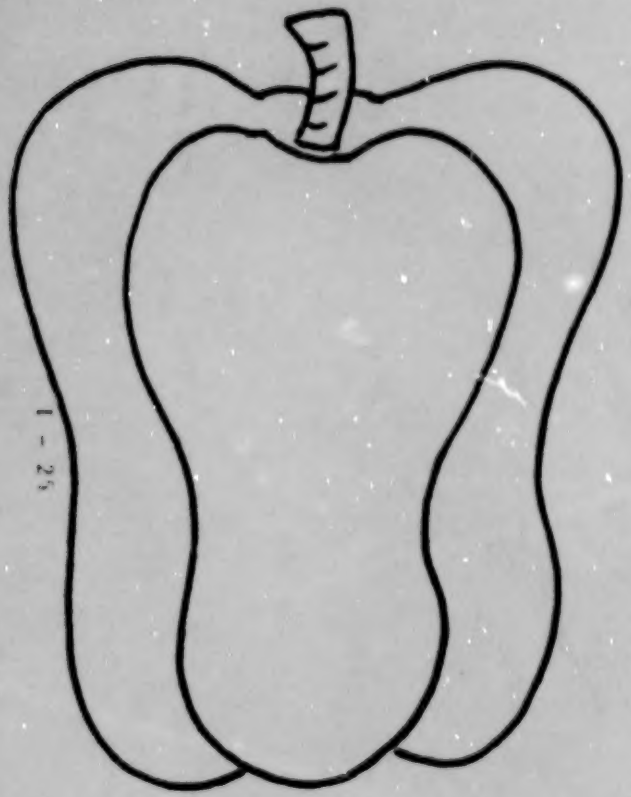
Who Am I?

1 - 24

Who Am I?

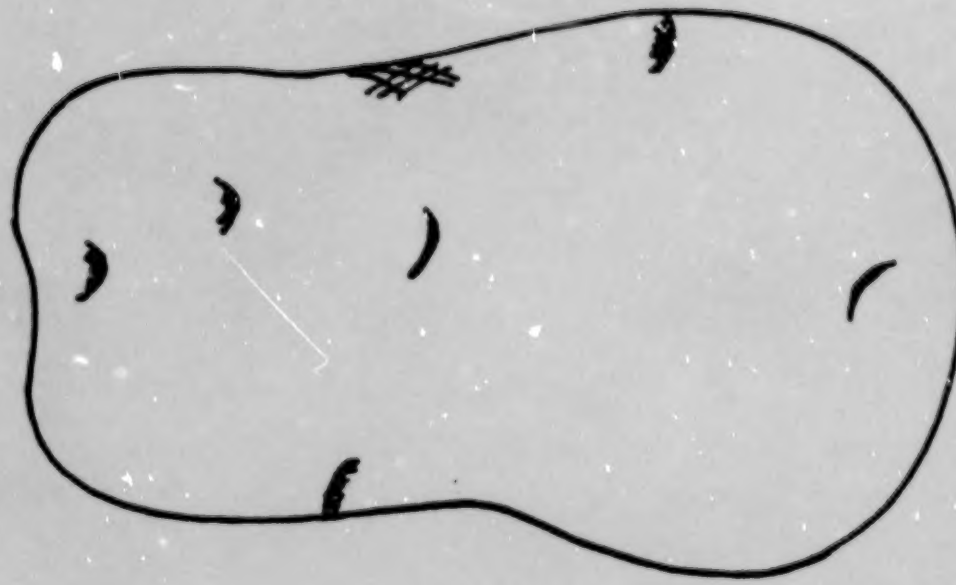
RESOURCE: ACTIVITY 1 - B - 5

Who am I?



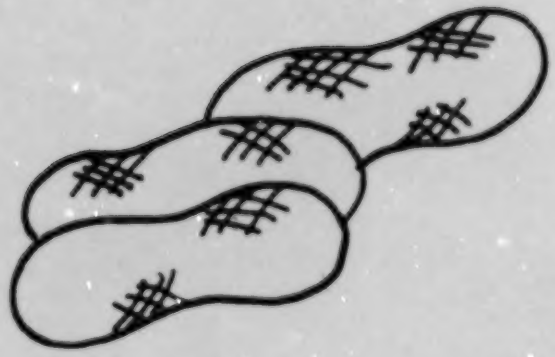
I - 25

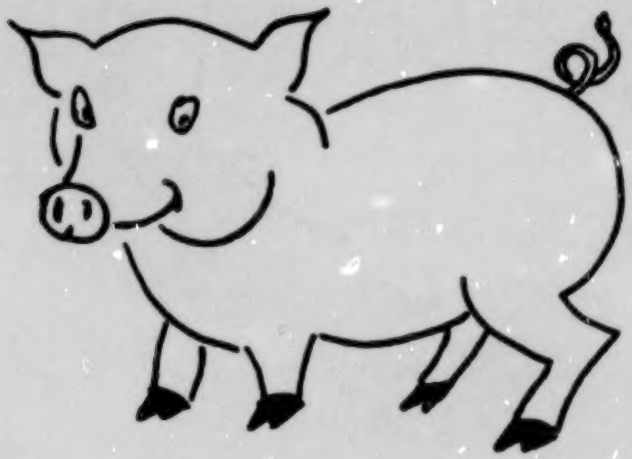
Who am I?



Who am I?

Who am I?





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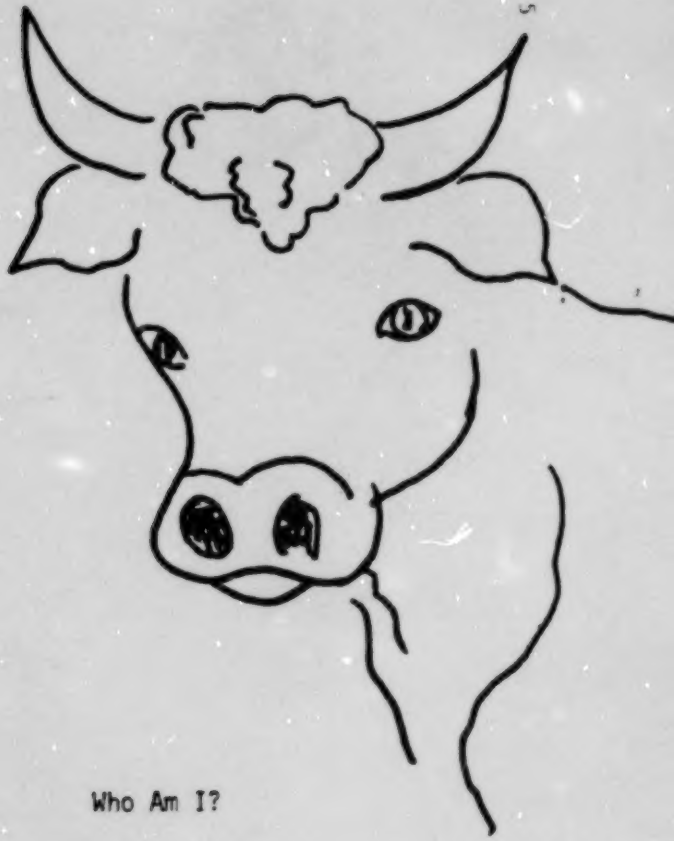
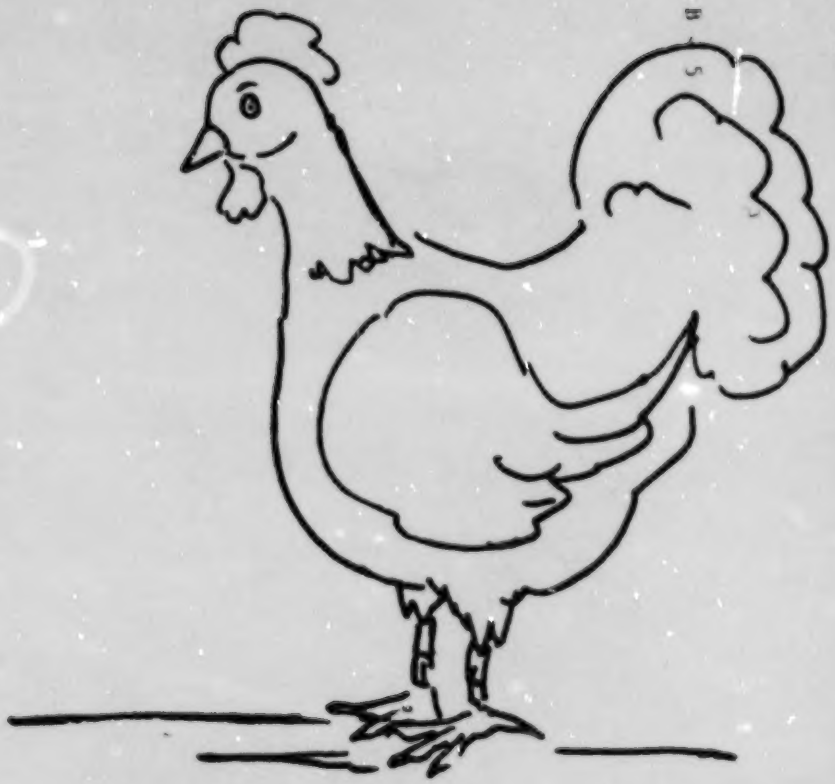
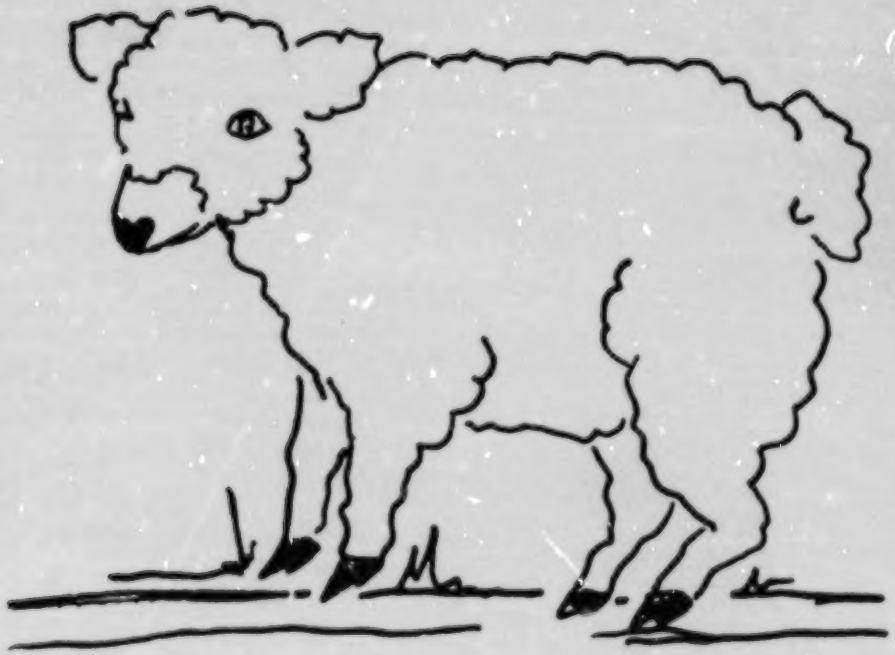


Who Am I?

Who Am I?



Who Am I?



I - 29

Who Am I?

Who Am I?

CONCEPT: 1. Food is essential for all living things.

SUB-CONCEPT: C. Identification of food by sight, touch, taste, smell and sound.

LEARNER OUTCOME:
1) To teach children to identify the five senses and to associate them with the parts of the body which contain them.
2) To make children aware that smelling foods help us to identify the foods and also to enjoy eating.
3) To make children aware that the sense of sight effects how our digestive system reacts to food.
To teach children that they can't depend solely on their eyes in making food choices.
4) To make children aware that hearing is one of our most important senses. To make children aware that hearing helps us enjoy our food, much the same as other senses do.

BEHAVIORAL OBJECTIVE: Identify foods by the five senses.

MEASUREMENT: Using food models, illustrations or actual foods, each child demonstrates his skill in discriminating common forms of foods by the senses.

Learning Activities	Teacher Resources
1. Have children bring pictures of food and let them group them by color, size, shape, etc.	
2. Have a vegetable tasting party. Have a fruit tasting party. Taste food of every color. Let children cut sandwiches with cookie cutters.	
3. Do a peanut butter sculpture. Do a vegetable print.	3. Lansky, Vicki: Feed Me. I'm Yours, MEADOWBROOK Press, Wayzata, Minn. 55391 See page S-R-6.
4. Children will hear the poem and repeat after the teacher. The teacher will discuss the five senses with the children. They will identify the sources of the senses. The children will have a "feely box" experience with a fruit. Each will have a turn to "feel" and keep the secret of what they think it is. After everyone has a turn, they will discuss the possibilities. The children will then smell the food in the "feely" box or bag. They will guess	4. Trend poster, "Five Senses From The Brain" or teacher made posters. Poem: "The Five Senses" by Ilo Orleans

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CONCEPT: I. Food is essential for all living things.

SUB-CONCEPT: C. Identification of food by sight, touch, taste, smell and sound.

Learning Activities	Teacher Resources
again. The class will discuss how feeling and smelling help us eat.	
5. Students will sample the fruit which was used in the lesson.	
6. a. Play a game with a blindfold - "Blindman's Bluff" - where touch is used for identification. Discuss the sense of touch.	Blindfold
b. One child hides away from the group until the flower is hidden on another person. The class maintains silence and only sight is used to discover the hiding place. Discuss the sense of sight.	An object - a small plastic flower is suggested.
c. Children play a game called "Who's There?" The child who is it sits in the chair and is blindfolded. One person knocks on the back of the chair. "It" says, "who's there". The person answers "hello, Mary" or whatever the child's name is. The person who is it must identify the caller by hearing only.	Chair and blindfold
d. Teacher will prepare 10 small plastic pill bottles for smelling. Cover the outsides. Stuff with cotton. Add scents and allow the students to take turns identifying them. Discuss the sense of smell. Suggested scents: mothballs, lemon oil, perfume, etc.	10 pill bottles, paper for covering bottles, cotton, scents.
e. Discuss the five senses. Tell the students that they have a treat to identify. Allow them to feel, smell, break and listen to the snap, and then ask for identification. Remove blindfold and look and taste.	Celery sticks, blindfolds for everyone

CONCEPT: I. Food is essential for all living things.

SUB-CONCEPT: C. Identification of food by sight, touch, taste, smell and sound.

Learning Activities	Teacher Resources

7. Have A Vegetable Tasting Party:

Have toothpicks sticking in lemon or lime and ready for use. Let children see different vegetables to be tasted. Clean the vegetables. (Lesson in cleaning foods we eat.) As we clean the vegetables, we can discuss such concepts as:

Colors, sizes, shapes, where vegetables grow, what part of vegetable we eat -- stalk, leaf, root, fruit, etc. -- cleanliness, texture, taste, smell, half, whole, hard, soft, "taste buds", etc.

Questions:

1. Can you name these vegetables?
2. Point to different vegetables, naming them, and ask children to tell you what color each is.
3. Which of these vegetables do you like best?
4. When do you eat these vegetables?
5. Does your mother cook the carrots? Cabbage? (ask about each)
6. How many ways do you know that carrots are cooked?

8. Have A Fruit Tasting Party:

Having toothpicks sticking in lemon and ready for use. Let children see different fruits to be tasted. Clean the fruit. (lesson on cleaning foods we eat.) As we clean the fruit, we can discuss such concepts as: colors, sizes, shapes, where fruits grow, cleanliness, texture, taste, smell, half, shole, hard, soft, "Taste buds" etc.

Use handiwipes to clean children's hands. Children might take turns slicing cleaned fruit and sticking toothpicks into slices or diced pieces of fruit.

CONCEPT: 1. Food is essential for all living things.

SUB-CONCEPT: C. Identification of food by sight, touch, taste, smell and sound.

Learning Activities	Teacher Resources
Questions: 1. **Point to the fruits -- Can you tell me the names of the different kinds of fruits as I point to them?** 2. What color is the apple? The banana? The orange? The grape? etc. What color are the _____ seeds? 3. Do you think fruit would taste good in the morning for breakfast? What kinds of fruit do you like to eat at lunch time? 4. Do you think fruit would taste good at snack time? What kinds of fruit to you like to eat for a snack?	
9. Review the senses. Discuss smelling and which part of our body helps us smell. Talk about smells other than food smells (smoke from a fire, flowers, etc.). Explain that our nose helps in many ways, but it really helps us enjoy food. Discuss good food smells. Pass around 5 or 6 smelly jars (one at a time). Ask children to identify the contents. Talk about how a food can be identified by smell alone.	9. Smelly jars (baby food jars covered on the outside with cotton inside to hide the contents) Food substances to put into the jars. (Suggestions: chocolate, pickle juice, dry bread crumbs, celery, cinnamon, any food with a smell which will not spoil with time), chicken noodle soup, styrofoam cups and spoons, hot plate and pan for heating.
10. Prepare several cans of chicken noodle soup. Allow the soup to simmer, out of sight of the children for several minutes, until the room is filled with the aroma. Do not allow the children to see the preparation, or the containers. Ask for identification. Taste in small styrofoam cups.	
11. a - Match food pictures to the smells from the smelly jars. (This might be cinnamon toast with the cinnamon, etc.)	

CONCEPT: 1. Food is essential for all living things.

SUB-CONCEPT: C. Identification of food by sight, touch, taste, smell and sound.

Learning Activities	Teacher Resources
b - Read the Dr. Suess book, "The Nose Book"	
c - Read the book, "Little Bunny Follows His Nose" and discuss how animals use their noses to find food. Name some foods which people and animals both enjoy.	
d - Taste several foods which are of different tastes. Discuss the differences. (The upper levels will go into classifying tastes) Have the children relate how such foods affect their tongues (Suggestions: sour pickle, honey, raw cocoa, a pretzel)	
e - Discuss the variety of smells we encounter each day. Talk about how variety in smells is as important as variety in diet. Discuss how we would feel if we could only smell one smell. Give an example such as perfume. Would we get tired of it? Would our food be as appealing? Would we think that everything would taste like perfume?	
12. Using the Five Senses Posters from Trend, discuss with the children how the senses effect our eating habits. Discuss the sense of sight and what part of our bodies are used to see. Talk about seeing new foods and how some children will not try a new food because it doesn't "Look" like it would taste good. Enforce the concept that we should taste, smell and feel, too, before deciding whether a food tastes good. Show the kiwi. Ask if any child has seen one before. Ask who has tasted it. Ask who has felt or smelled it. Question the children on what it looks like, what they think it looks like inside, etc. Ask how many will like it. Ask how many will try and see.	12. Trend posters, "Five Senses From The Brain" (If kiwi are not available, use any fruit which is unfamiliar and relatively unattractive to the eyes)
13. Allow the children to watch the teacher peel and cut the kiwi. Talk about the color, the seeds, the texture. (It is "squishy".) Taste. Describe the taste. Ask how many liked it. Ask how many did not like it. Convey a pride in the class for trying.	13. Kiwi fruit in quantity to provide each child a generous taste

CONCEPT: 1. Food is essential for all living things.

SUB-CONCEPT: C. Identification of food by sight, touch, taste, smell and sound.

Learning Activities	Teacher Resources
14. a - Game - "Captain Taste". Make "captain" cards for the four basic tastes. (Suggestions: Captain Salt, Captain Pickle, Captain Sugar and Captain Cocoa) These may be made with labels from food containers. Have at least 4 cards showing foods with each taste, salty, sour, sweet and bitter. Have children classify foods by "captain". b - Read the Dr. Suess book, "The Eye Book". Discuss the concepts in the book. c - Make a class "book" of food pictures which children collect, of foods they have never tasted. Send home a master list. As children come to school and tell about tasting a food on the list, write or draw a picture of the food on a chart telling which taste it has. d - Game, "It Tastes Like...." With children seated in a circle, the teacher names a food. the class names a food which has the same type of taste. The teacher may say, "Potato chips". The class may respond with crackers, or any other salty food.	
15. Using the Trend Posters on the senses, discuss the sense of hearing. Talk about hearing. Talk about hearing with our ears. Talk about the sounds around you during the discussion. Talk about food sounds. Explain to the class that we hear food sounds and this helps to make us hungry. It gets us ready to eat. Explain that the class is going to hear food sounds and ask the class to see if it makes them want to eat.	
16. Each child will put on a mask. While masks are on, the teacher will bring out apples or celery and begin to peel and cut. It might be desirable to break the celery, if the class is not very close to the preparation	16. Apple slices, celery sticks, and bacon strips, skillet, turner, paper masks

CONCEPT: I. Food is essential for all living things.

SUB-CONCEPT: C. Identification of food by sight, touch, taste, smell and sound.

Learning Activities	Teacher Resources

area. Ask questions while working. Ask if anyone can identify the food, etc. Taste. Ask if the food sounds made the class hungry. Tell the class that now they are going to see how sounds and smells work together to make them want to eat. Place the masks on. While the class can not see, they may sing or play a game. The teacher will place several strips of bacon in the skillet. As it cooks, have the class listen and smell. Ask how their stomaches feel. Ask if the sound and smell makes them hungry. Taste the bacon strips.

15. a - Read the Dr. Suess book, "The Ear Book" and discuss the concepts.

b - Game, "Old Mother Hen"
Have the children seated in a circle. Choose one child to be the mother hen. Mother Hen walks around the room and when her back is turned, teacher points to a child, who goes "peep-peep". Mother Hen tries to identify her chick.

c - Game, "Who's Knocking At My Door?"
One child sits at the front of the room with his back to the class, and is blindfolded. The teacher chooses children on at a time to go to the front and knock on the back of the chair. The child who is it asks, "Who's that knocking at my door?" The child answers, "it's only me". The child who is blindfolded attempts to identify the friend by voice alone. Discuss the use of the ears in this exercise.

d - Hearing and Using Your Brain
The teacher will explain that our brain helps us hear and our hearing helps our brain. The teacher will give several children one direction, they will do these things as they are told. She will then give several children two or more directions and see if they can follow them in order given. She will then try three or more directions. Discuss how our brain helps us hear and our hearing helps our brain.

RESOURCE:
ACTIVITY I - C - 6

Poem- The Five Senses

Accompanies: Senses, Lesson 1-Kindergarten

THE FIVE SENSES

People are lucky
In having noses---
Smelling magnolias,
Lilacs, and roses

People are lucky
In having eyes---
Seeing the ocean
And trees and skies

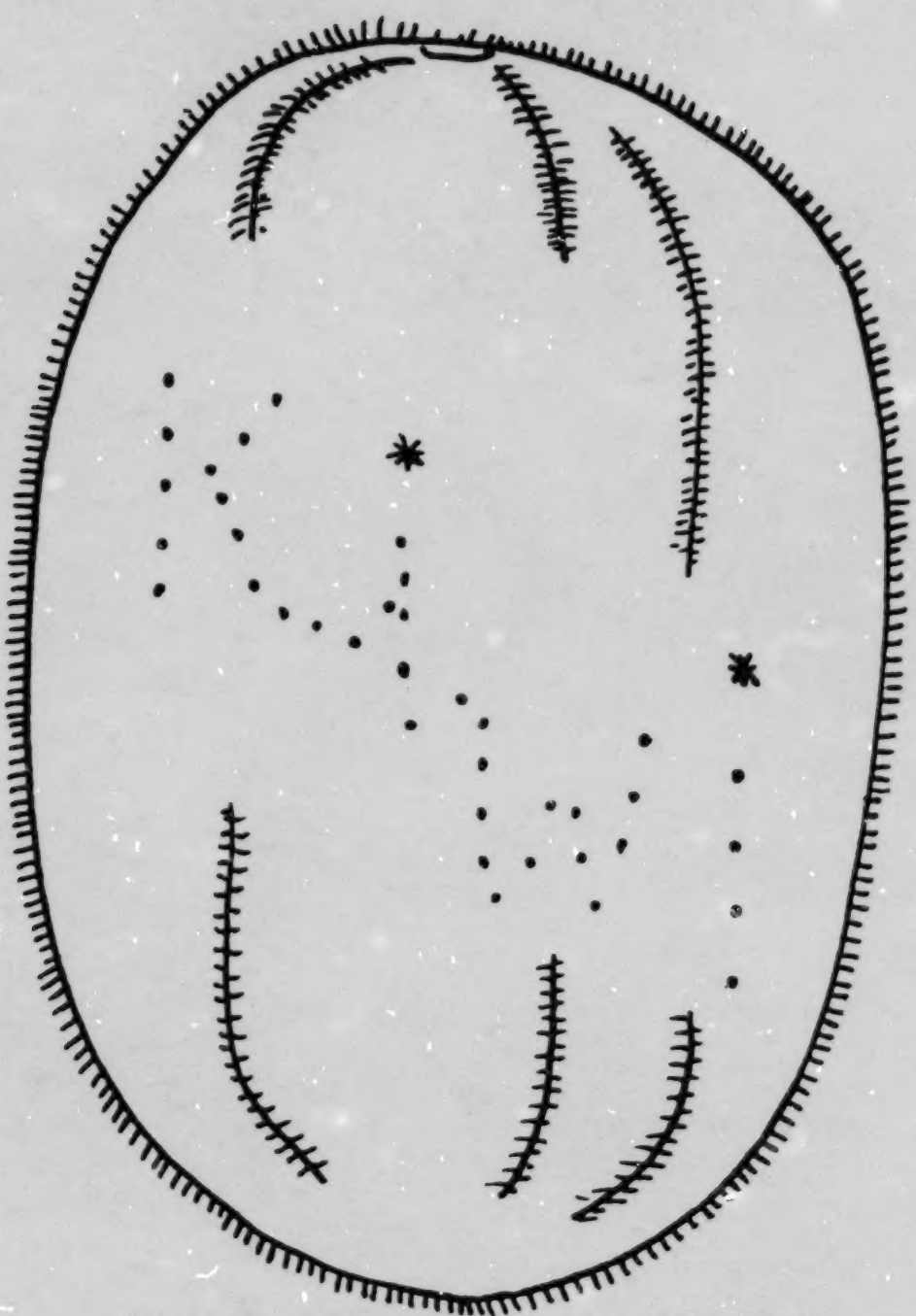
People are lucky
With tongues, to lick
And taste fine foods---
Like apple-on-a-stick.

People are lucky
In having ears---
Listening to music
And words and cheers

People are lucky
In having hands---
Touching soft moss
And furs and sand.

I - 39

RESOURCE:
ACTIVITY I - C - 12



I'M A KIWI!!

COLOR ME BROWN AND FUZZY

CONCEPT VI

EATING IS A BEHAVIORAL ACTIVITY WHICH AFFECT INDIVIDUALS

SOCIALLY, EMOTIONALLY AND PHYSIOLOGICALLY

CONCEPT II

NUTRITION IS THE FOOD YOU EAT AND HOW THE BODY USES IT

CONCEPT:	II. Nutrition is the food you eat and how the body uses it.
SUB-CONCEPT:	A. Identify items which are food; Recognize why people need food.
Learner Outcome:	Understand what is and is not food. To learn that people need food to grow.
Behavioral Objective:	Distinguishes between food and non-food substances
Measurement:	Each child will demonstrate that he/she knows the difference between foods and nonfoods by pointing to the nonfoods in an array.

Learning Activities	Teacher Resources
1. Make a bulletin board from foods and nonfoods and let children separate. Ask children to bring pictures of their favorite toy and favorite food. Discuss difference.	1. Activity II - A - 1.
2. Children can bring baby pictures of themselves. Teacher will request baby pictures from parents. Be sure to have family name on back in order to return to rightful owners. Children can categorize the pictures according to approximate age groups.	
3. Watch "Why Do We Eat?" filmstrip from Eyegate.	3. Eyegate "Why Do We Eat?" (filmstrip)
4. Read and let children color in "Katy's Coloring Book About Drugs and Health".	
5. Have a bulletin board with pictures (drawn by the students) of playing, sleeping, growing, eating, studying and stress that food "lets them do these activities".	

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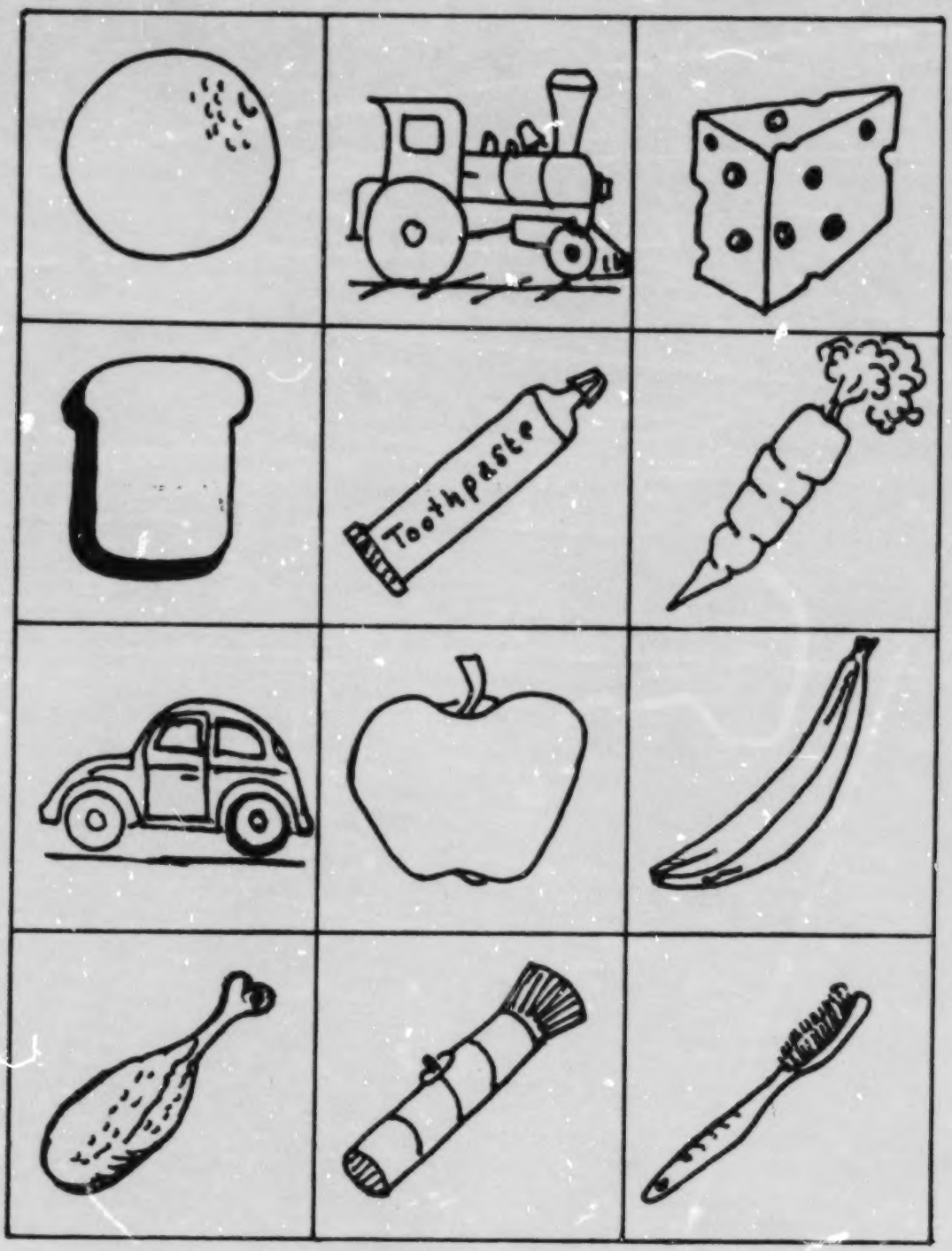
Circle the Non-Foods

RESOURCE:
ACTIVITY II - A - 1



CONCEPT:	II. Nutrition is the food you eat and how the body uses it.
SUB-CONCEPT:	B. Recognize that the body changes.
LEARNER OUTCOME:	To make children aware that the foods we eat as youngsters affect how our bodies develop as we mature.
BEHAVIORAL OBJECTIVE:	Recognize relationship of food to growth and health.
MEASUREMENT:	Match food pictures, that are good for growth, to pictures of people at different ages.

Learning Activities	Teacher Resources
1. Explain to the children that if we want to grow up to be healthy and strong, we must begin now to take good care of our bodies. Explain that what we eat helps us to grow and helps take care of our bodies. Explain that we know we must keep our teeth clean or they will decay. Tell the children that our teeth must be brushed daily and demonstrate with tooth and toothbrush. Explain that when we snack between meals our teeth get dirty again. Ask if they know a way to help keep food from between the teeth after snacks. Tell them that some snacks are better than others and you will show them.	1. Dental health material; tooth model, big toothbrush
2. Each child will be given one chocolate sandwich cookie. After eating the cookie, they will go and look at their teeth in a mirror. Then have each child eat a slice of apple. Talk about "teeth cleaning foods". Name some others: celery, pears, etc.	2. Oreo cookies; apple slices
3. A. Have the children take turns telling the class -- with the puppets -- what they learned about the apple and pear. Make sure that they understand that these foods are not a substitute for a toothbrush.	3. Sack puppets -- apple, pear See Resource from Concept I.

CONCEPT: II. Nutrition is the food you eat and how the body uses it.

SUB-CONCEPT: B. Recognize that the body changes.

Learning Activities	Teacher Resources
This is a 2 week unit, but can be used as a whole or in parts. This material will be utilized as supplementary activities during the week.	American Dental Society materials on Kindergarten level. Copy of Arkansas Dental Health Teaching Guide
4. Ask parents to bring infant children (different ages) to class so children can see and discuss the differences.	
5. Make a daisy with a stem for each child, leaving a hole in the center for placement of child's picture. The stem can be used for the recording of the child's present weight and height or the weight can be placed on a leaf. Teacher can place pictures on a bulletin board. Ask children to guess who is who. Teacher can ask what attributes to growth and good health. Children can differentiate the different growth and developmental pictures. The normal 6-month-old child can: sit without support; reach for object; laugh and squeal. The normal 1-year-old child can: walk, say mama or dada; imitiate speech sounds, play peek-a-boo; feed himself crackers; drink from a cup. The normal 2-year-old child can: throw a ball; walk up steps; jump in place; scribble; follow two directions; use a spoon; remove garments. Children will imitate the developmental stages. The developmental patterns are crawling, walking, running, skipping, baby teeth, permanent teeth.	
6. Children will identify their health status in relation to the foods he eats. Help children identify the foods that help them grow healthy. What culd happen if they don't have a proper food balance by eliminating one nutrient from the diet?	

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CONCEPT: II. Nutrition is the food you eat and how the body uses it.

SUB-CONCEPT: B. Recognize that the body changes.

Learning Activities	Teacher Resources
7. Show film strips, "Alexander's Secret" and discuss good food.	7. Free from Cereal Institute.
8. Discuss with children that each is an individual with their own shape, size, weight and height. Take them to health office or school nurse to be weighted and measured.	8. Health Office
9. Show filmstrip and discuss proper care of our teeth and the importance of eating the right foods.	9. "Shining our Teeth" Cassette and filmstrip

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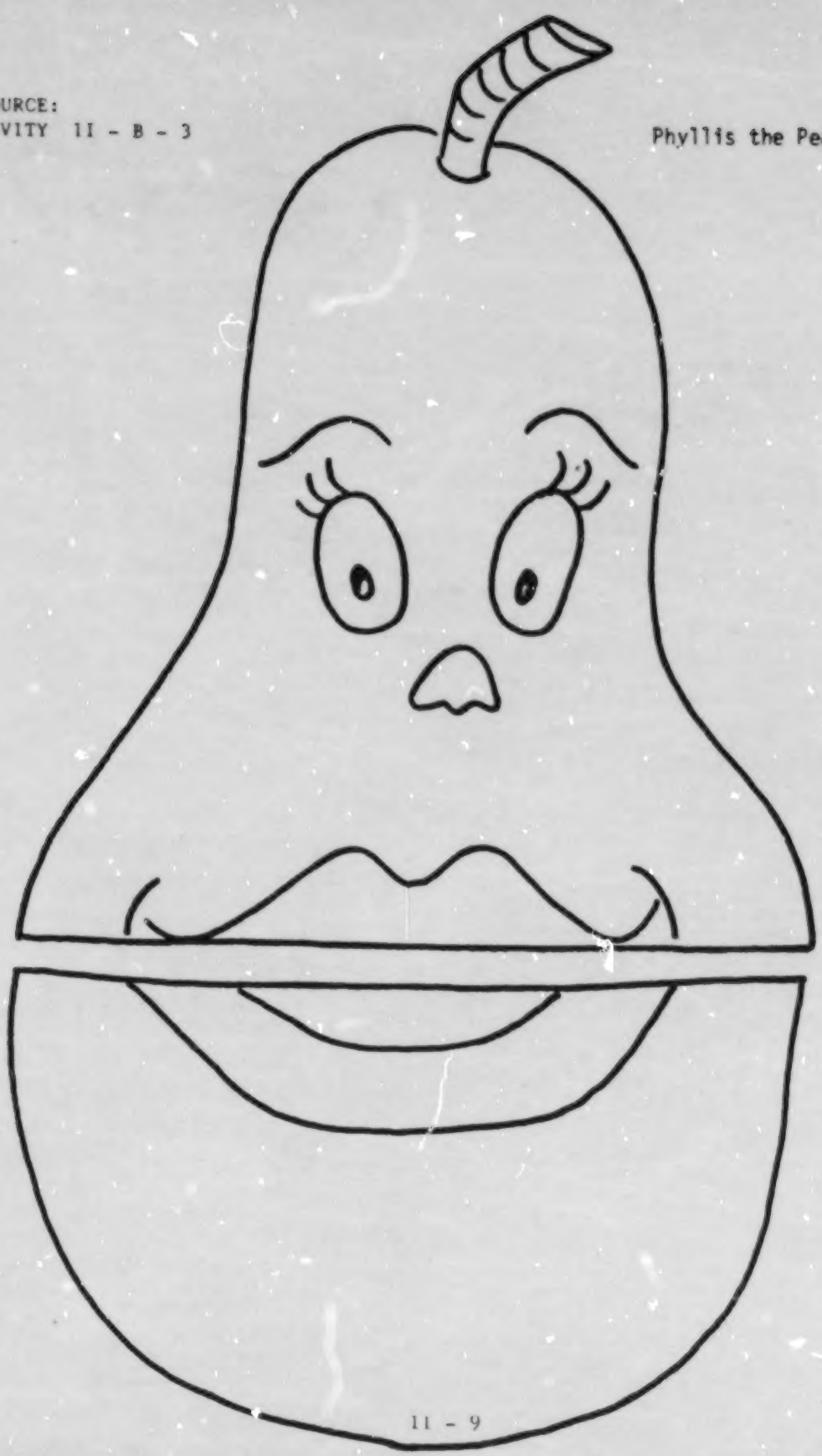
RESOURCE:
ACTIVITY II - B - 3

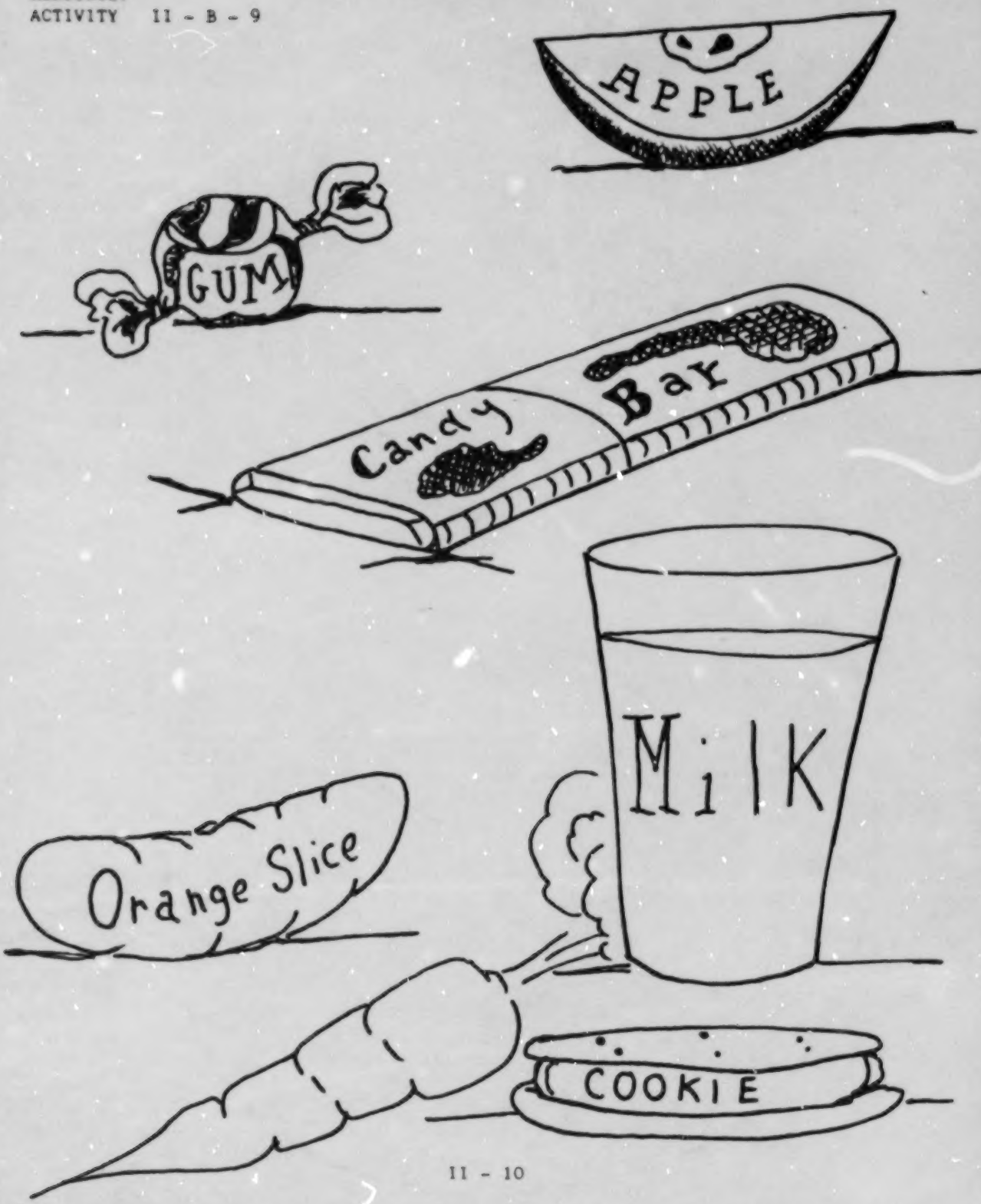
Phyllis the Pear



COLOR AND CIRCLE THE FOODS THAT ARE GOOD FOR

YOUR TEETH

RESOURCE:
ACTIVITY II - B - 9



CONCEPT:	II. Nutrition is the food you eat and how the body uses it.
SUB-CONCEPT:	C. Recognize there is a relationship between amount eaten and body size. To teach children that with the food groups we can choose balanced meals.
LEARNER OUTCOME:	To learn what a balanced meal consists of.
BEHAVIORAL OBJECTIVE:	The children will learn that eating the amount of food for their size is best.
MEASUREMENT:	From a selection of different plates, the child can choose the plate with the right portions on it. Children can make " odel" balanced meals.

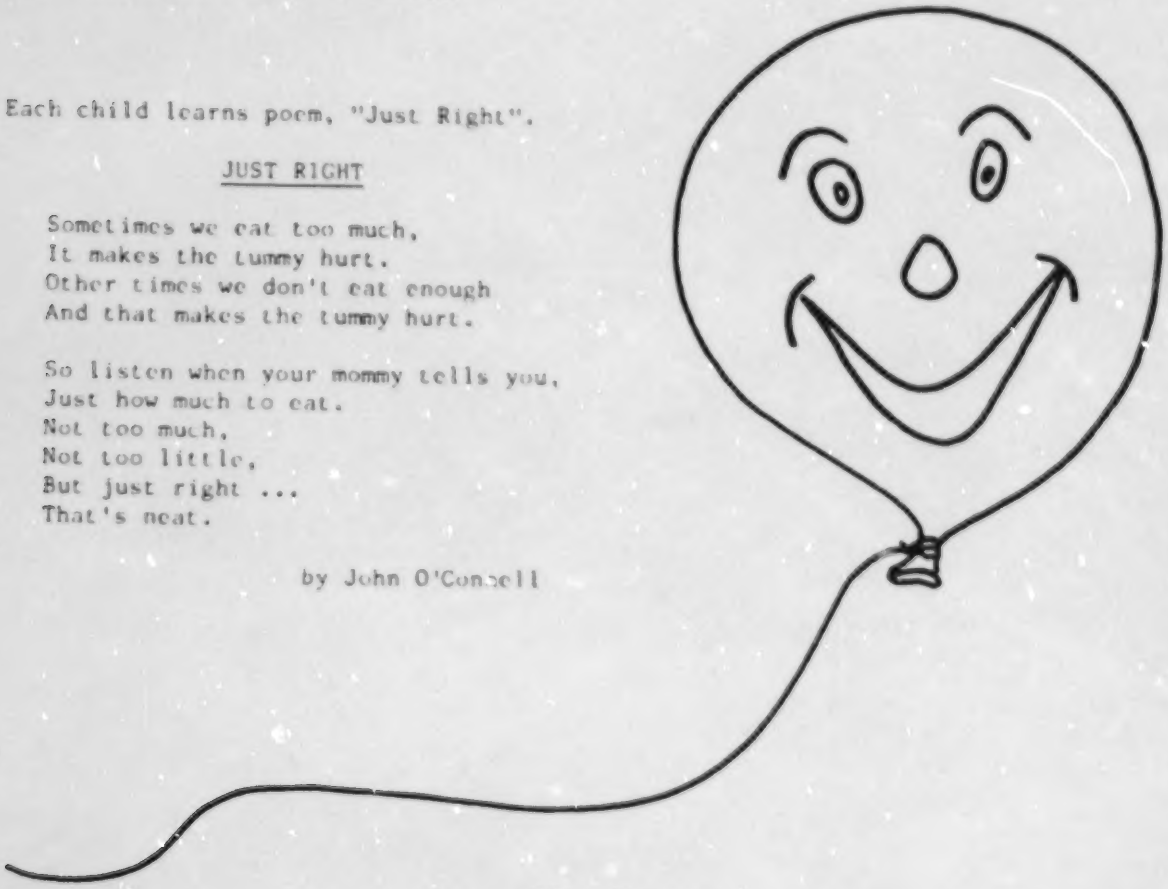
Learning Activities	Teacher Resources
1. Each child will learn that the correct serving is best by feeding the Balloon Man too little, which makes him frown; just enough, which makes him smile; and too much, which makes him burst.	1. Materials needed: balloon, magic marker, colored water.
2. Each child learns poem, "Just Right".	

JUST RIGHT

Sometimes we eat too much,
It makes the tummy hurt.
Other times we don't eat enough
And that makes the tummy hurt.

So listen when your mommy tells you,
Just how much to eat.
Not too much,
Not too little,
But just right ...
That's neat.

by John O'Connell



CONCEPT: II. Nutrition is the food you eat and how the body uses it.

SUB-CONCEPT: C. Recognize there is a relationship between amount eaten and body size.

Learning Activities	Teacher Resources
3. Let the kids listen to the story, "Goldilocks and the Three Bears".	
4. Choose four foods from the food models which will supply a balanced meal. Demonstrate to the children what a balance scale is and how it operates. Demonstrate how two children who weigh the same can balance a portable see-saw. Explain the definition of "balance". Tell the children that a balanced meal contains foods from the food groups. Using the picture models, demonstrate how the balance scale will "balance" with two cards on each side. Explain that our body needs this balance to "feel good" and be strong. Allow children to choose four cards, 1 from each group and see if they balance. NOTE: This exercise will introduce the children to the term "balance". They will absorb as much as their age allows. A similar demonstration will be given in first grade the next year.	4. Dairy Council food models and a balance scale.
5. Choose one food from each group and divide the portions so as to balance the scale. This will reinforce the "balance" concept.	
6. Display many pictures separated into food groups arranged in four rows in pocket chart. Encourage student to build a balanced meal on a paper plate using pictures form each food group. Carry it even farther by making three meals; breakfast, lunch, dinner. Make one meal at a time. When meals are complete, check to see if there are enough servings of each.	6. Food models, pocket chart, paper plates

CONCEPT: II. Nutrition is the food you eat and how the body uses it.

SUB-CONCEPT: C. Recognize there is a relationship between amount eaten and body size.

Learning Activities	Teacher Resources
7. Make a simple balanced meal. Recipe for Tuna Casserole: 1/2 c. butter, flour, milk Make gravy. Add tuna and early garden peas Add cheese Eat on bread or toast Drink milk Serve fruit cocktail for dessert	7. Butter, flour, milk, tuna, early garden peas, cheese, bread, fruit cocktail, paper cups, toaster, electric skillet, plastic spoons
8. Children will bring pictures of people at various types of work and they will determine which kinds of work may need more or less food to sustain the human body.	
9. Discuss meals students have at home and which food groups their meals include.	
10. Field trip to cafeteria to show preparation of a meal and to point out that all four food groups are included in the meal.	
11. a. Display many pictures separated into the four food groups, and arranged in four rows in the pocket chart. b. Encourage children to build a balanced meal on a paper plate with the food pictures. c. Discuss each arrangement in an effort to teach balance. d. Carry this farther by making three meals--breakfast, lunch and dinner (supper). e. Match each meal to the time it is served on the paper clocks. f. Make one meal at a time. Allow children to choose which meal they wish to "prepare".	11. Pocket chart, food pictures, paper plates, 3 paper clocks, one set at 8 am, one at 12 noon and one at 6 pm.

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CONCEPT: II. Nutrition is the food you eat and how the body uses it.

SUB-CONCEPT: C. Recognize there is a relationship between amount eaten and body size.

Learning Activities	Teacher Resources

12. Making a simple balanced meal in the classroom

Receipe:
1. 1/2 cup butter, tablespoon flour and milk (make gravy)
2. Add tuna and small can of peas (green) drained.
3. Add grated cheese
4. Serve on toast (one-half slice per taster)
5. Have about 3 oz. of milk
6. Serve 1/4 cup of fruit cocktail for dessert.

Allow the children to watch and participate in the preparation. Identify which foods belong in which group, and make sure that children know that a balanced meal consists of foods from each food group.

13. a. Make a pizza and discuss foods from each food group included in making the pizza.

b. Use the puppets included in the kit to have a puppet show about balanced meals.

c. Using pizza wheels (provided by a pizza restaurant) allow the children to make a balanced meal by glueing foods onto the wheel which has been divided into four sections with a marker.

d. Allow each child to make a paper clock using paper plate left over from the classwork. Mark 8 am with the word, "breakfast", mark 12 noon with the word "lunch" and mark 6 pm with "supper" or "dinner". Take these home to mother. The teacher will write EAT BALANCED MEALS in the center of each plate.

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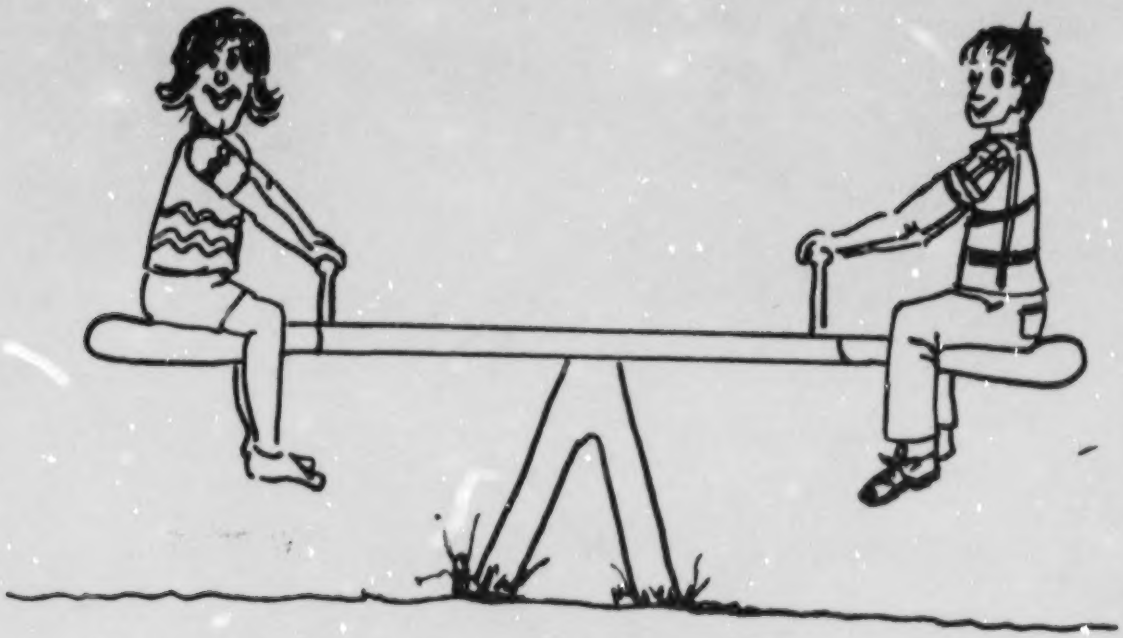
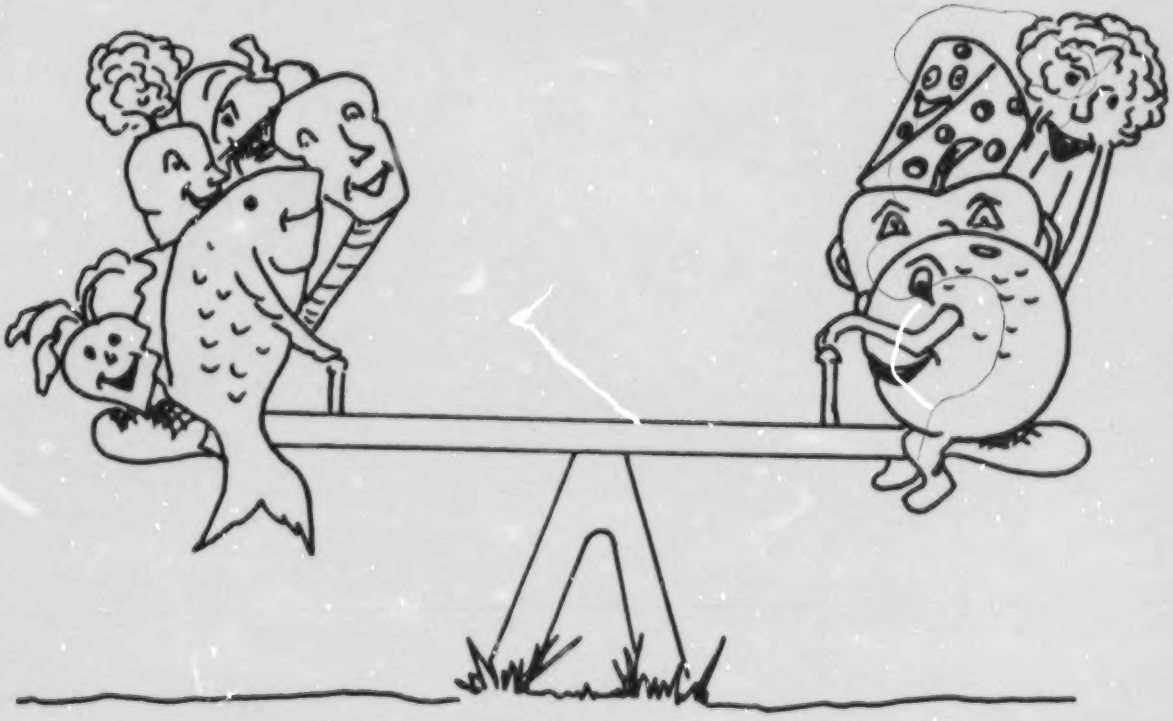
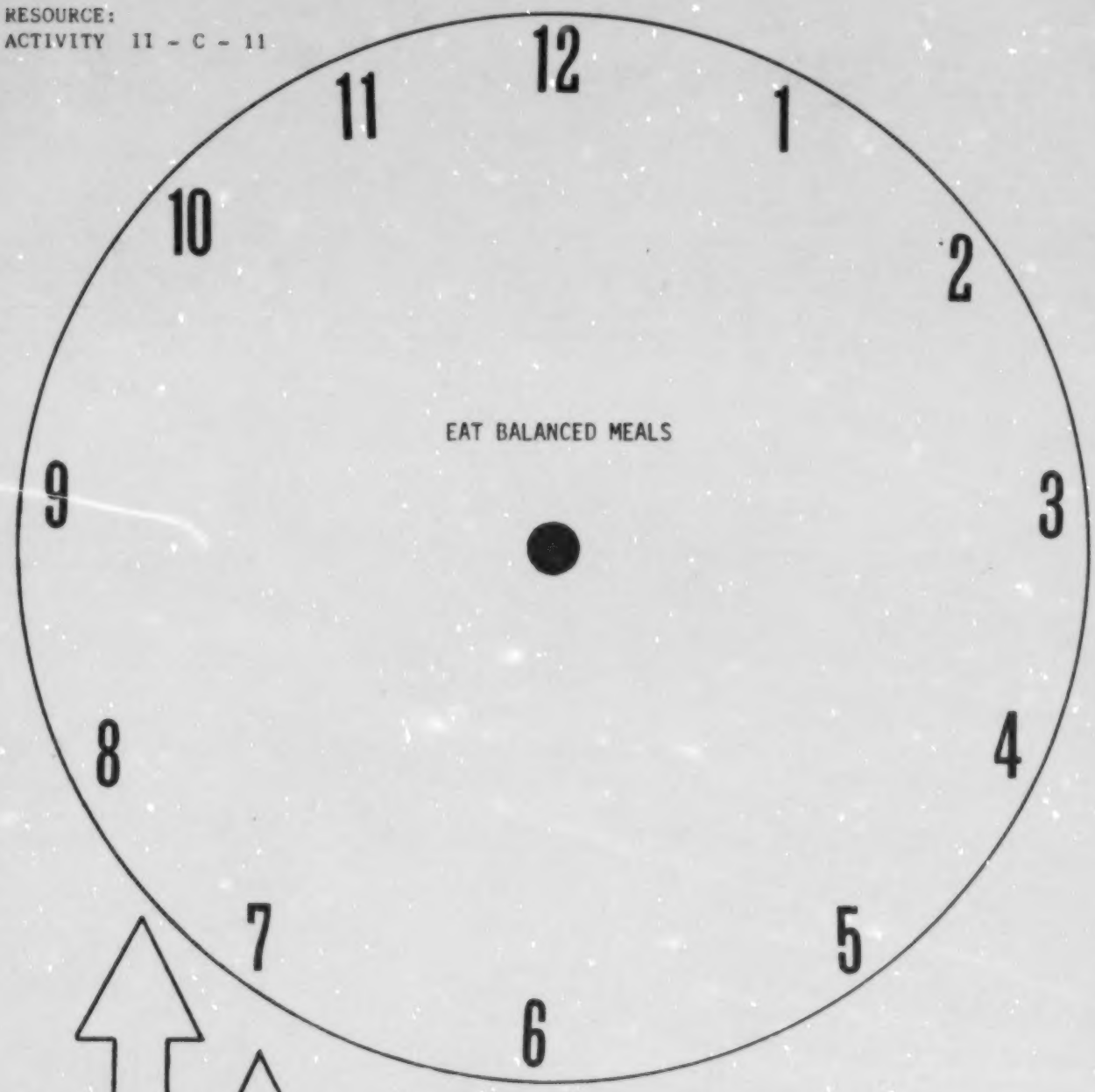


Balance



Balance

RESOURCE:
ACTIVITY 11 - C - 11



Breakfast
Lunch
Supper
Snack-time

CONCEPT III

FOOD IS MADE UP OF DIFFERENT NUTRIENTS NEEDED FOR HEALTH AND GROWTH

CONCEPT:	III. Food is made up of different nutrients needed for health and growth.
SUB-CONCEPT:	A. Recognize the importance of food and eating variety of foods.
LEARNER OUTCOME:	1) Each child will learn the basic food groups and some foods that fall into them.
	2) To introduce new foods which would be good snacks.
BEHAVIORAL OBJECTIVE:	Select nutritious foods for meals and snacks.
MEASUREMENT:	Each child must be able to name basic food groups.

Learning Activities	Teacher Resources
1. Make a collage from grain products.	1. See Resource, Page III - 7.
2. Make a mural of foods from fruit and vegetable group.	

3. Learn the "Fruit and Vegetable Chant":

Apples, oranges, peaches, pumpkins,
Carrots, spinach, lettuce, peas,
pear, and lemons, beans and celery,
Can you think of more than these?

How are cherries and bananas?
Beets and beans and brown potatoes?
Do you know more fruits and vegetables?
Did you think of red tomatoes?

4. Sing "The Meat Group Song":
(sung to the tune of "The Farmer in the Dell")

The meat group takes a steak,
The meat group takes a steak.
Hi ho, the derry-o,
The meat group takes a steak.

The steak takes an egg,
The steak takes an egg.
Hi ho, the derry-o,
The steak takes an egg.

The egg takes a lamb chop,
The egg takes a lamb chop.
Hi ho, the derry-o,
The egg takes a lamb chop.

CONCEPT: III. Food is made up of different nutrients needed for health and growth.

SUB-CONCEPT: A. Recognize the importance of food and eating variety of foods.

Learning Activities	Teacher Resources

The lamb chop takes a pork chop,
The lamb chop takes a pork chop.
Hi ho, the derry-o,
The lamb chop takes a pork chop.

The pork chop takes a hamburger,
The pork chop takes a hamburger.
Hi ho, the derry-o,
The pork chop takes a hamburger.

The hamburger takes a fish,
The hamburger takes a fish.
Hi ho, the derry-o,
The hamburger takes a fish.

The fish takes some peanut butter,
The fish takes some peanut butter.
Hi ho, the derry-o,
The fish takes some peanut butter.

The peanut butter takes a chicken leg,
The peanut butter takes a chicken leg.
Hi ho, the derry-o,
The peanut butter takes a chicken leg.

The chicken leg takes a ham,
The chicken leg takes a ham.
Hi ho, the derry-o,
The chicken leg takes a ham.

The ham takes a turkey,
The ham takes a turkey.
Hi ho, the derry-o,
The ham takes a turkey.

CONCEPT: III. Food is made up of different nutrients needed for health and growth.

SUB-CONCEPT: A. Recognize the importance of food and eating variety of foods.

Learning Activities	Teacher Resources
5. Students answers following riddle by holding up food models from Dairy Council. Riddles about foods from the Milk Group: I'm thinking of something to drink that starts like monkey. (Milk) I'm thinking of a milk product that rhymes with please. (Cheese) I'm thinking of a milk food that starts like cauliflower. (Cottage cheese) I'm thinking of a milk food that rhymes with scream. (Ice cream) I'm thinking of a milk food that is hot, brown, and starts like the word coat. (Cocoa) I'm thinking of a milk food that starts like yoke. (yogart) I'm thinking of a milk product that starts like put. (Pudding) I'm thinking of a milk drink that rhymes with lake. (Milk shake)	Dairy Council Food Models
6. The children will demonstrate that they know the basic food groups by playing grocery store with empty cartons, can, etc. and putting one food from each food group in tneir sacks. (Teacher should be cashier to check sacks.)	
7. Pineapple will be introduced as a new food. Discuss the fruit and explain how it grows, etc. Show food models of different ways it is eaten.	7. See Resource, Page III-8.
8. Put one piece of cubed ham and one chunk of pineapple on a toothpick. Carve a hole in the whole pineapple and put in a can of sterno. Light sterno. Let the students hold toothpicks with ham and pineapple over the sterno.	8. 1 pineapple, 1 box of toothpicks, 1 can of sterno, 1 can of cubed pineapple, 1 ham cubed, egg carton, (1 per child), string, styrofoam boxing.

CONCEPT: III. Food is made up of different nutrients needed for health and growth.

SUB-CONCEPT: A. Recognize the importance of food and eating variety of foods.

Learning Activities	Teacher Resources
9. a - Cut out rounded bottoms of egg carton and split each cup at the corners to make flowers. String flowers and styrofoam to make leis. Plant the top of the pineapple in water. b - Ask each student to bring a pineapple recipe from their mother. Make a recipe book to take home. This could be a special treat for mothers. c - Discuss the ham used in the snack. Teach the source of the ham. Make a large pig from poster board. Have the children glue labels of pork products to the pig.	
10. Children will prepare his or her own sandwich while discussing the foods and the food groups. Cut sandwiches into different shapes--circles, squares, triangles, rectangles. The bread, cheese and ham was cut into shapes. Each child was to match their bread with the right shape of meat and cheese.	10. Bread, sandwich ham (or other meat), cheese (sliced), pineapple juice, paper cups, napkins, knife.

CONCEPT: III. Food is made up of different nutrients needed for health and growth.

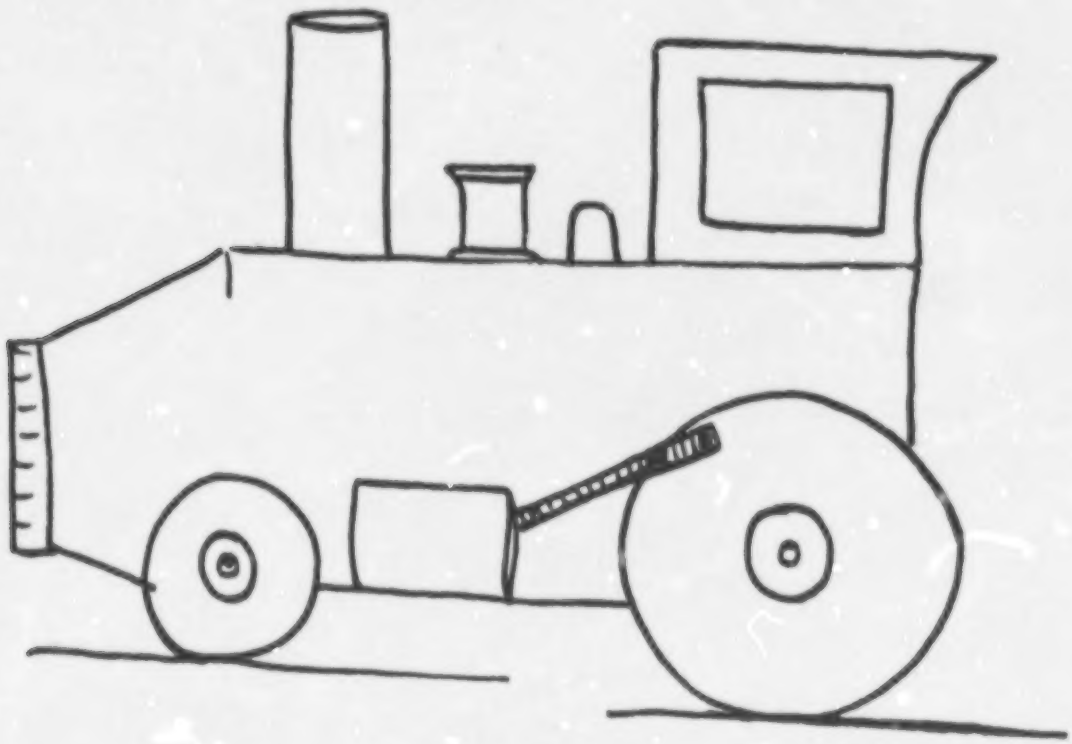
SUB-CONCEPT: A. Recognize the importance of food and eating variety of foods.

Learning Activities	Teacher Resources
11. a - Have students find magazine pictures which show foods in different shapes. Match the food pictures to cardboard shapes. b - Make a "shape" box. Using the plastic foods available in the Peabody Language Development Kit, draw around each food in bottom of box. Have the students match the food to the corresponding shape. c - Make up a food shape song to the tune of Mulberry Bush (Ex. "Here we have a round, round, roll, A round, round, roll A round, round, roll, Here we have a round, round, roll So early in the morning.) (Add verses for other shapes.)	
12. Children can develop a food train made of milk cartons: There are basic groups of foods. Each group is represented by a color in the food train. The food groups for the train are: 1. Meats -- Red 2. Vegetables and Fruits -- Green 3. Dairy Products -- Blue 4. Bread and Cereals -- Yellow Collect milk cartons in advance. Wash and dry the cartons to prevent sour milk in the carton. Assign the children to cut out one side of a carton and cover with colored paper. Each train should include a boxcar of red, green, blue and yellow.	12. Resource, Pages III-11 to 16.

CONCEPT: III. Food is made up of different nutrients needed for health and growth.

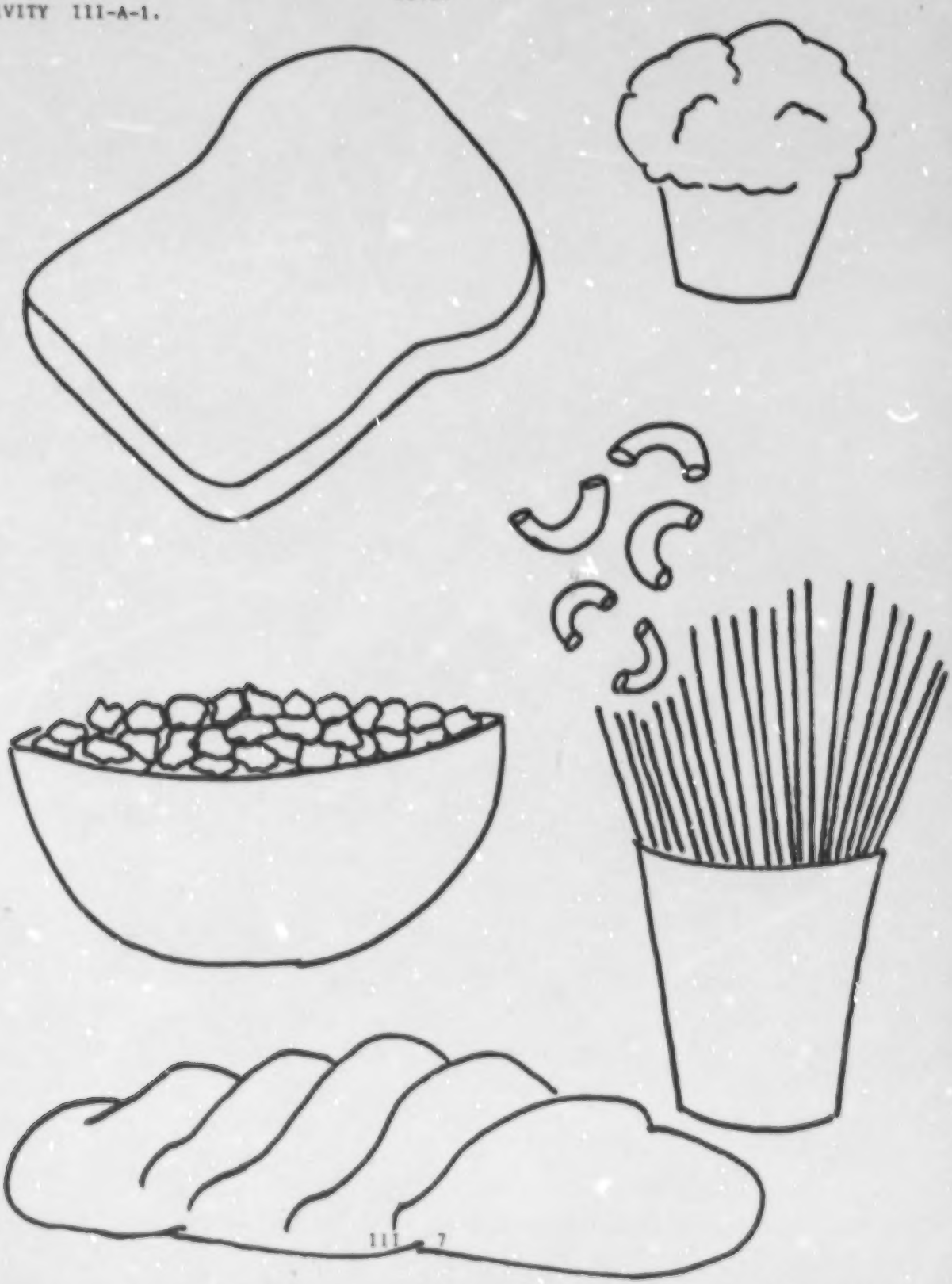
SUB-CONCEPT: A. -Recognize the importance of food and eating variety of foods.

Learning Activities	Teacher Resources
The black engine can be decorated in any manner that the children wish. A straw inserted through the carton on each end can serve as an axle for wheels which are cut from cardboard. When the black engine and the four colorful cars have been completed, punch a hole in each end of the cars with scissors and run a small piece of yarn between the cars and knot securely.	
13. Show filmstrip and discuss the basic principles of proper diet for growth and energy.	13. "Eating to Grow" (filmstrip and cassette)
14. Let students listen to cassette stories. Discuss them with the students. Teacher-made pictures can be made to accompany stories.	14. "Eating Healthy Meals" "Snacks" (cassette)



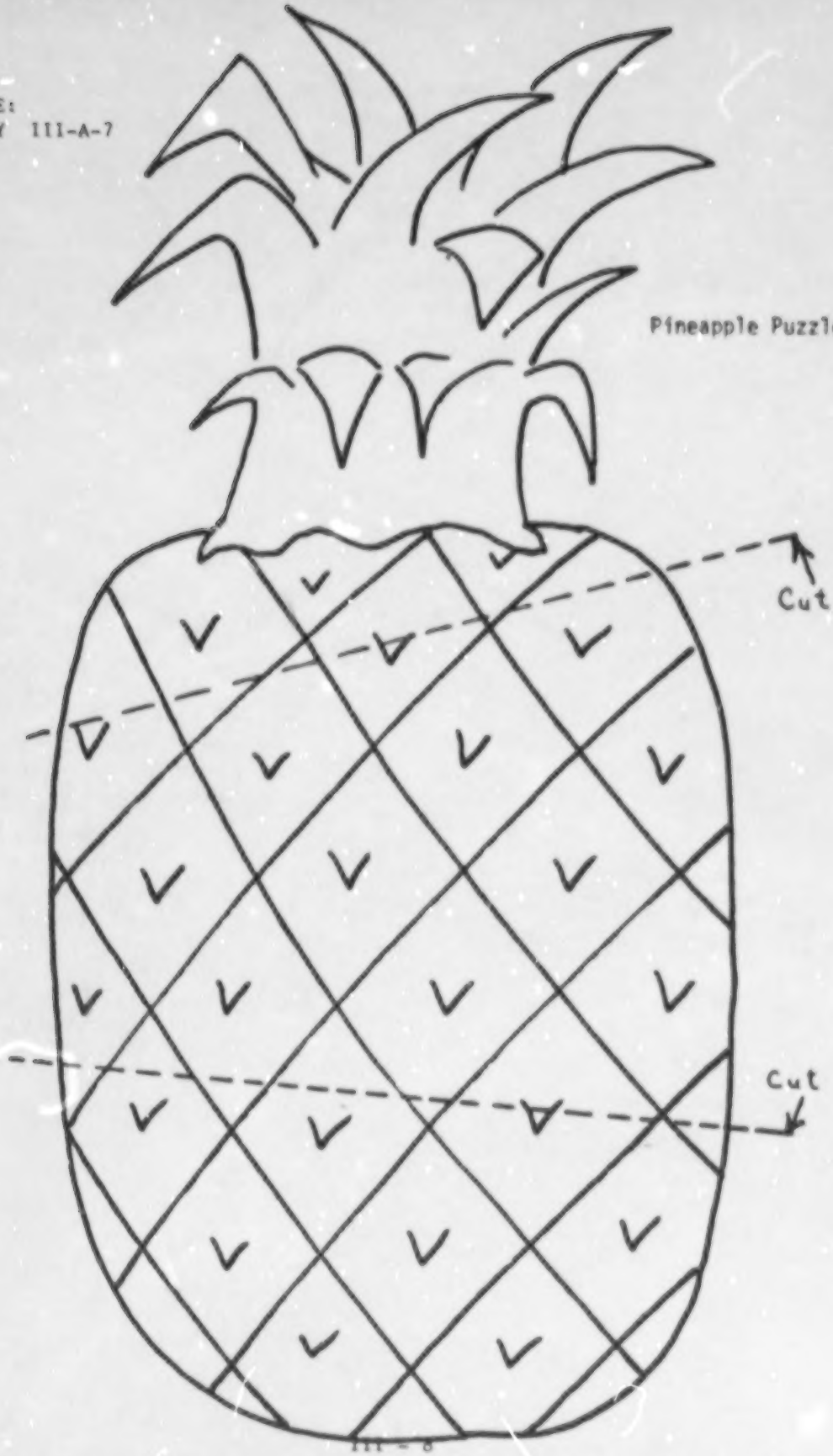
RESOURCE:
ACTIVITY III-A-1.

Make a Collage from Grain Products Below



RESOURCE:
ACTIVITY III-A-7

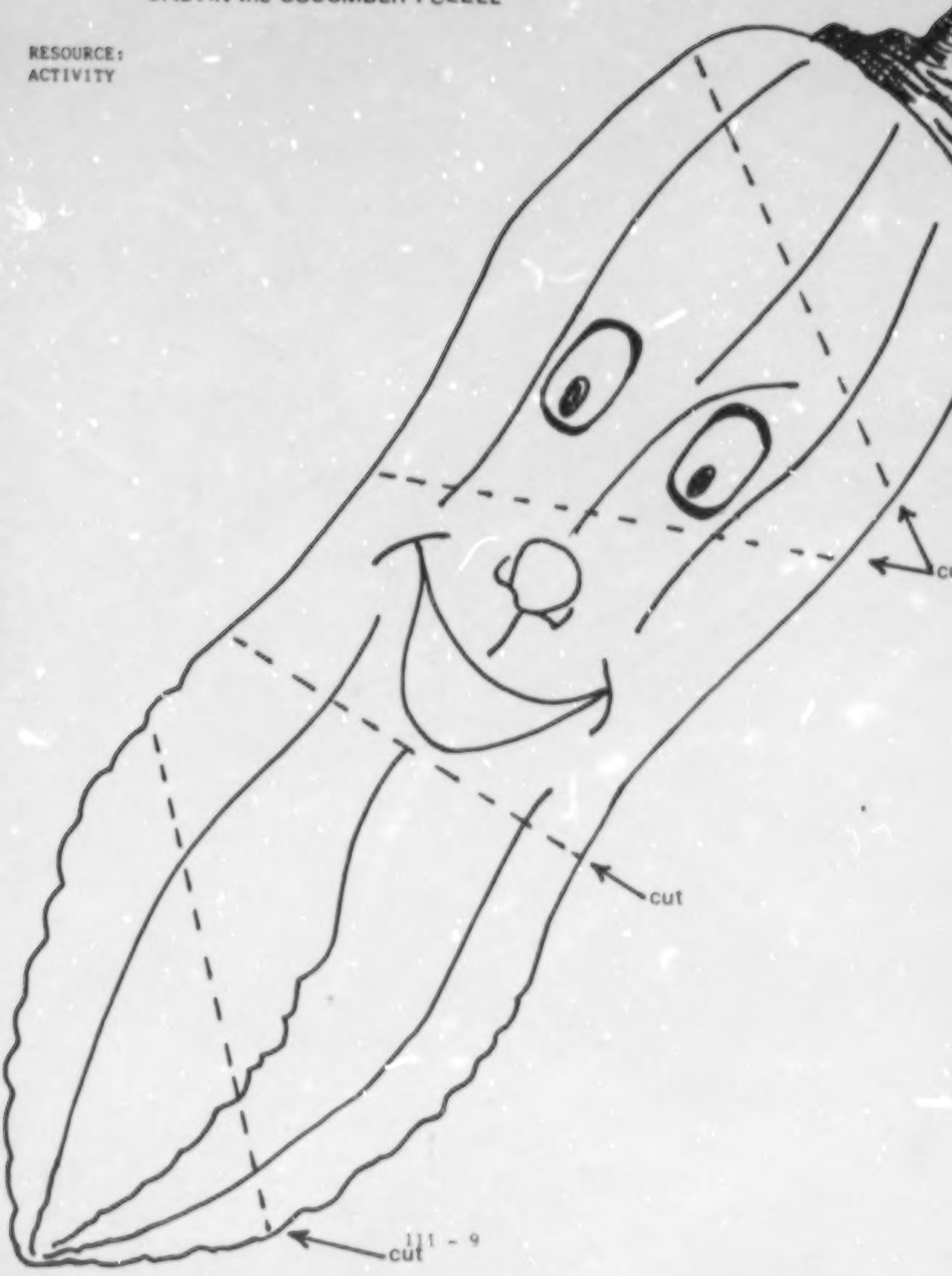
Pineapple Puzzle



III - 8

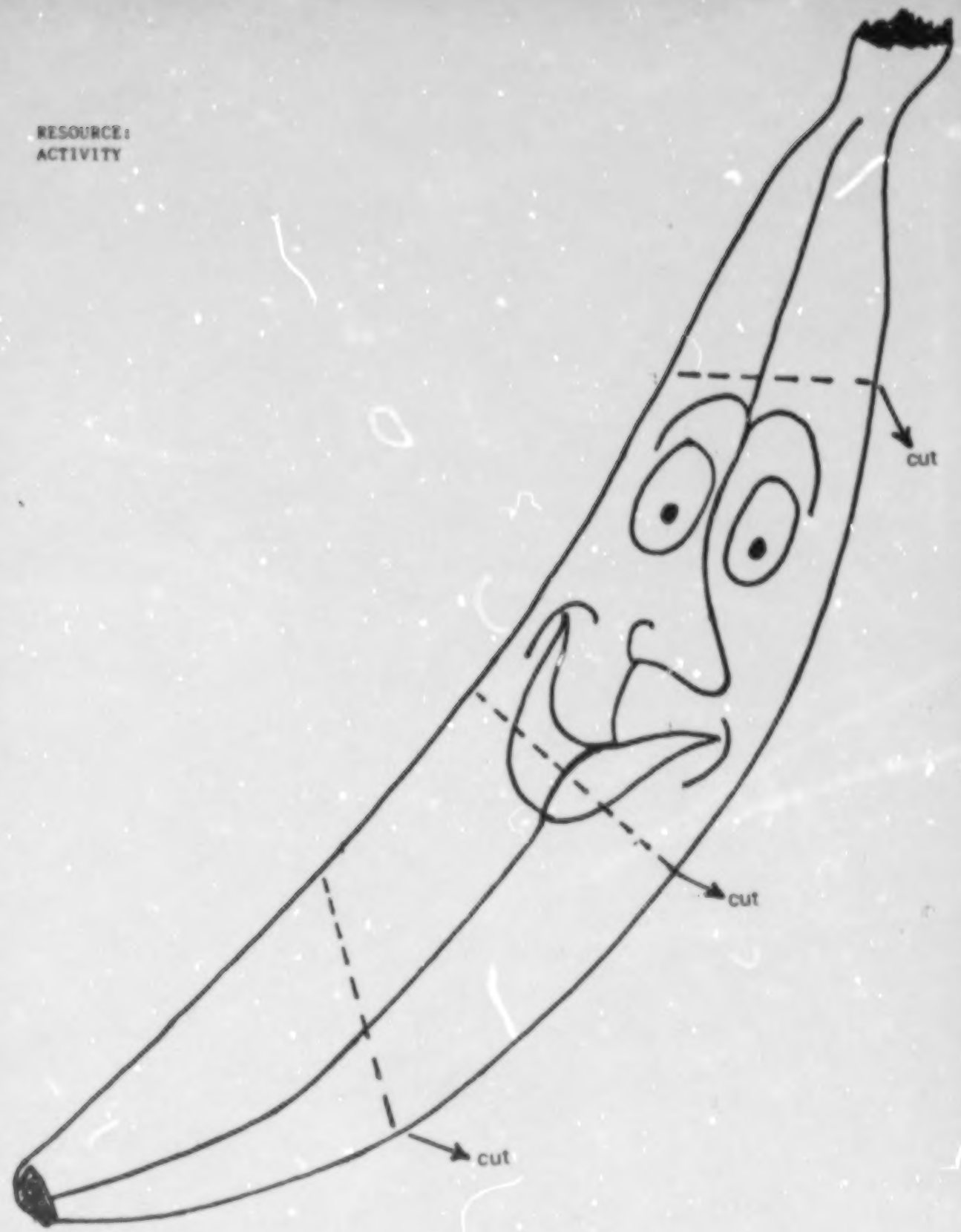
CALVIN the CUCUMBER PUZZLE

RESOURCE:
ACTIVITY



111 - 9

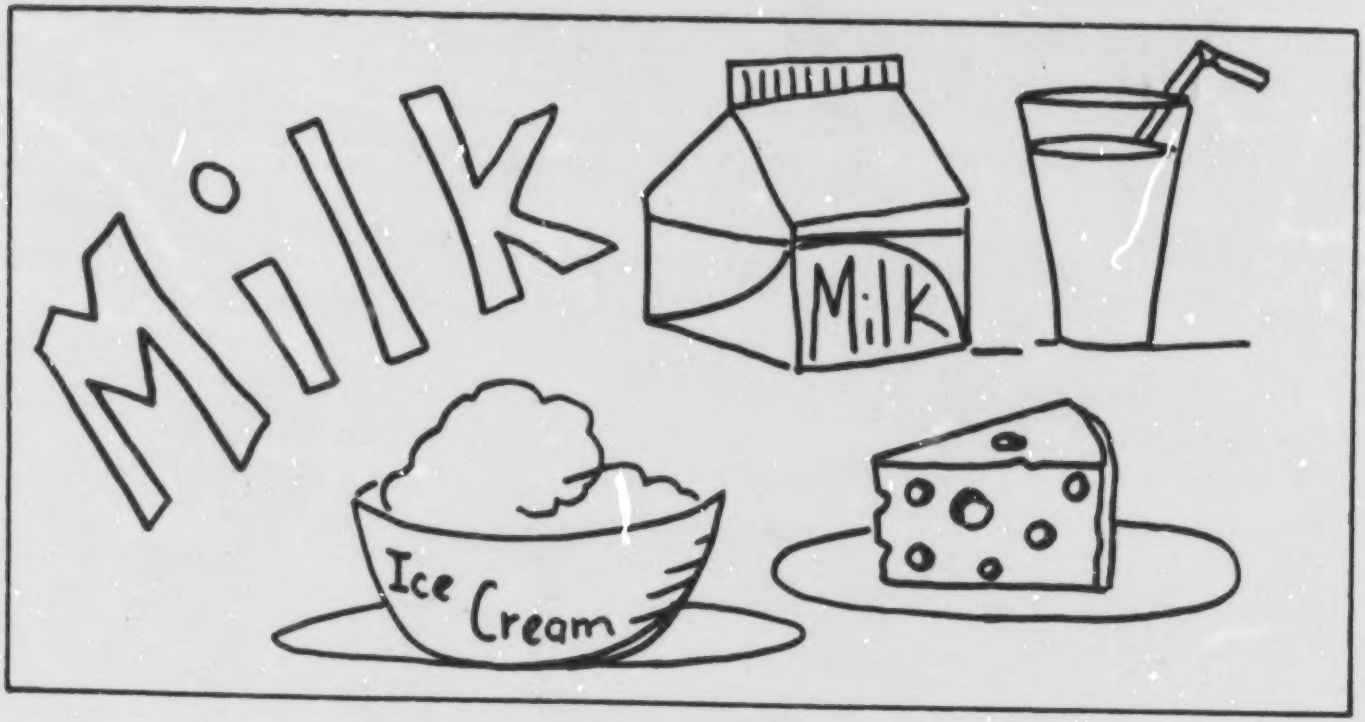
RESOURCE:
ACTIVITY



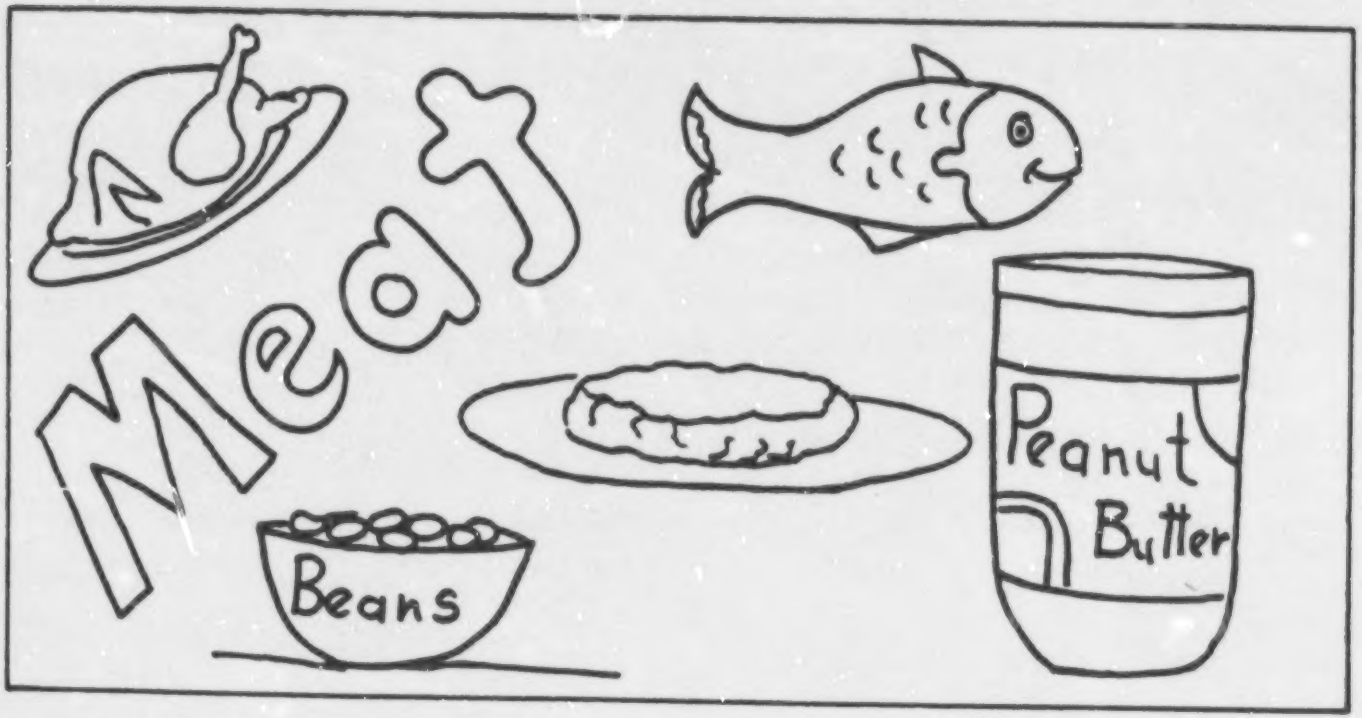
Banana Puzzle

RESOURCE: III-A-12
ACTIVITY

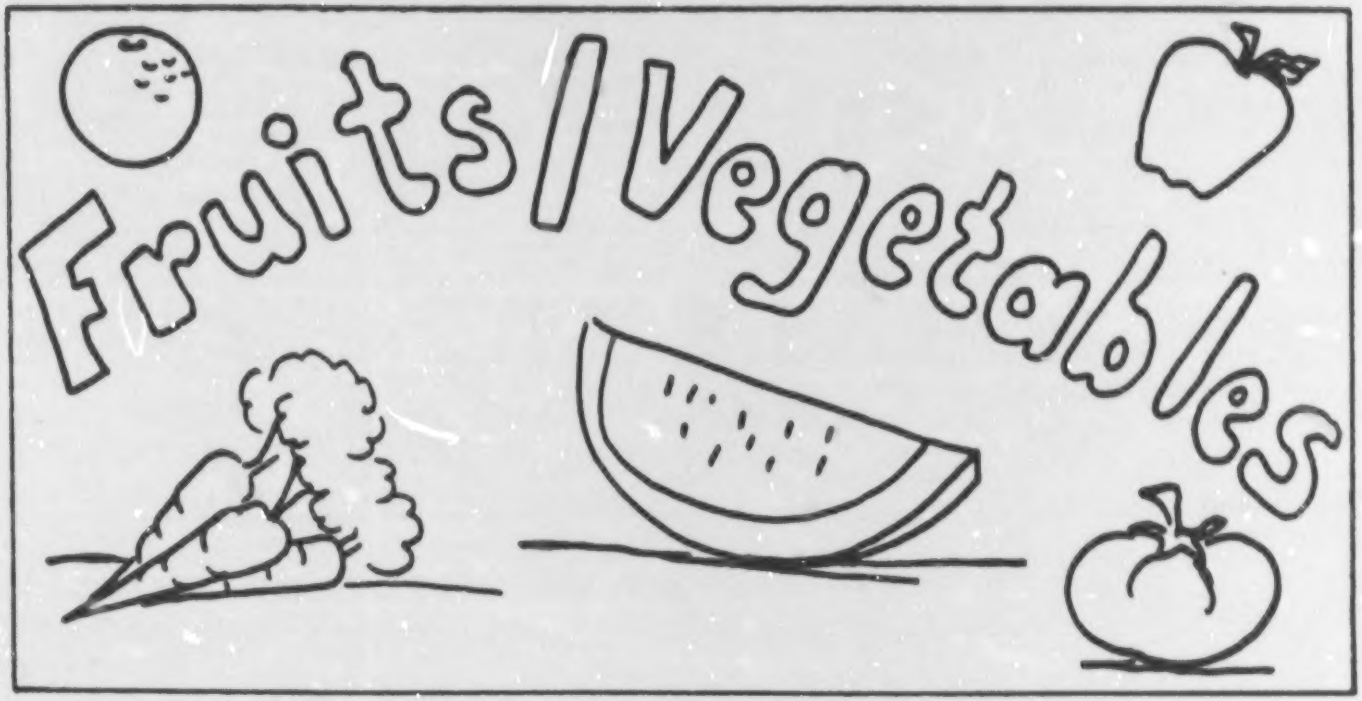
Picture for FOOD GROUP TRAIN (to fit ½ Gallon Milk Carton)



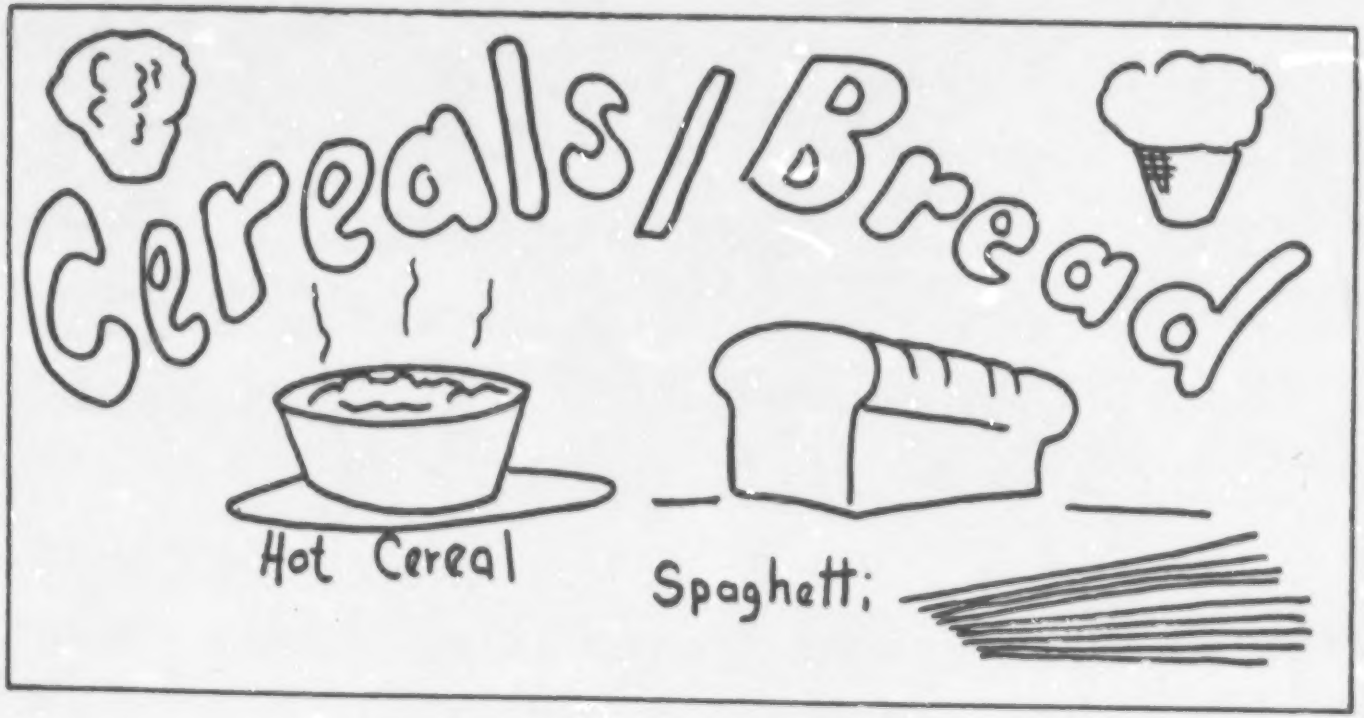
Picture for FOOD GROUP TRAIN (to fit ½ Gallon Milk Carton)



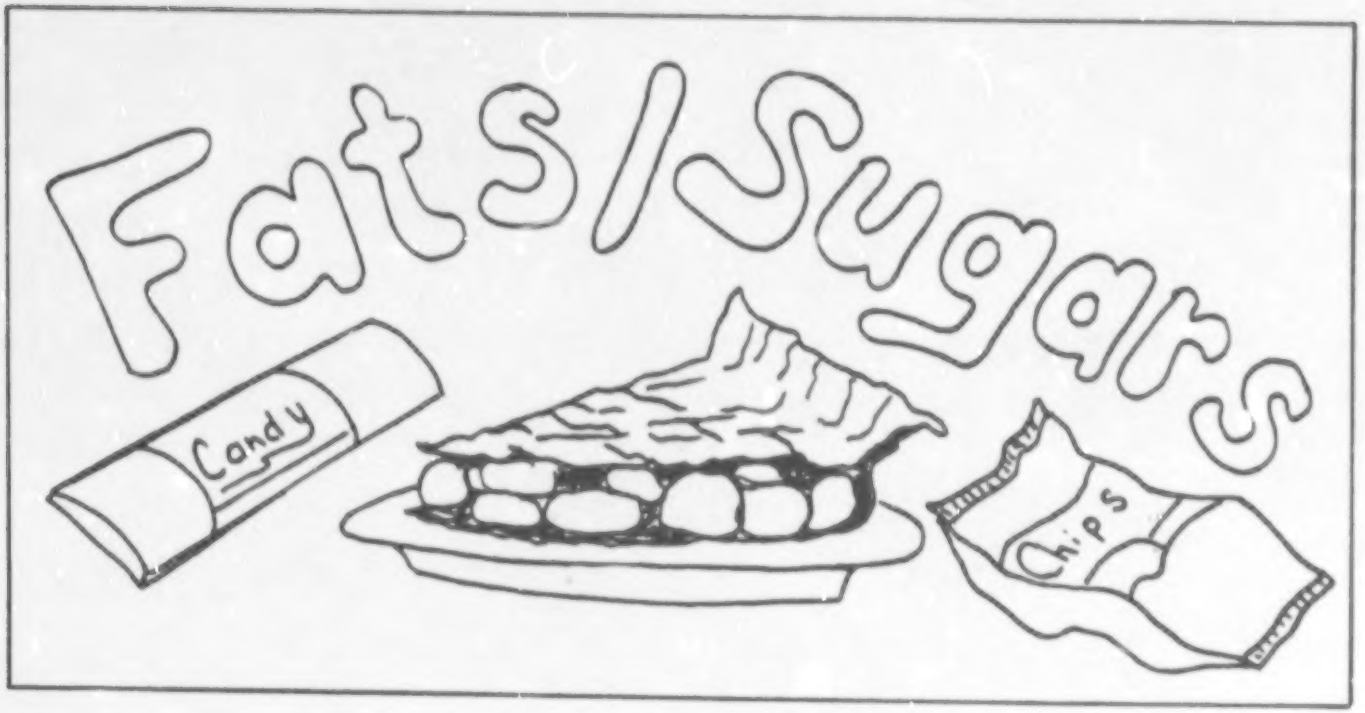
Pictures for FOOD GROUP TRAIN (to fit ½ Gallon Milk Carton)



Picture for Food Group Train (to fit ½ Gallon Milk Carton)



Picture for Food Group Train (to fit ½ Gallon Milk Carton)



CONCEPT:	III. Food is made up of different nutrients needed for health and growth.
SUB-CONCEPT:	B. Identify unfamiliar foods. Taste new foods.
LEARNER OUTCOME:	1) To teach children to recognize and name the foods missed during testing.
	2) To reinforce good attitudes with regard to new foods. To teach the meaning of "unfamiliar" foods.
BEHAVIORAL OBJECTIVE:	Develop an acceptance for a wider variety of foods.
MEASUREMENT:	Child can name foods that he/she previously missed during testing.

Learning Activities	Teacher Resources
1. Sing student's favorite nursery rhymes about food. Here are a few: -- Humpty Dumpty -- Little Miss Muffett -- Little Jack Horner -- Sing a Song of Sixpense -- Three Little Kittens -- Pat-a-Cake	1. See Resource, Page III-21.
2. After the teacher has identified the 5 most missed foods from the fruit and vegetable group, she introduces these to the class and uses them. For games, place all five in a line and have children close eyes. Move one of the foods. Children must decide which one has been moved. Play color games: Name the red food, brown, etc., or which are the same color. Insist that children say the name of the food aloud.	2. Test sheets for compiling most missed foods. Food models from Dairy Council. Foods for tasting. Use Peabody Language Development Kit if available for food models.
3. Taste foods chosen from review of tests in fruit and vegetable group.	
4. a - Make food puppets for dramatic play. b - Learn food song "Today is Monday". c - Use food models for games.	

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CONCEPT: III. Food is made up of different nutrients needed for health and growth.

SUB-CONCEPT: B. Identify unfamiliar foods. Taste new foods.

Learning Activities	Teacher Resources

d - Make a magazine picture collage. Name the foods included.

e - Make a box-mobile. Each child will bring a box. Turn upside down, punch a small hole in the bottom. Knot a string and thread through the hole. Have class glue pictures of foods they've never tasted, or can't name, on the box. Hang in the room.

5. Discuss with the children the word: unfamiliar. Show, by using the example, how we are unfamiliar to each other when we first come to school. Explain that foods are that way, too. When we have never tasted a particular food, it is "unfamiliar". To become "familiar", we must taste it. It usually becomes a good food friend. Show the models. Identify each several times. Tell the class that they will have an opportunity to make a new food friend.

6. Prepare and taste the chosen food in whatever manner and form the teacher chooses. Discuss the various qualities of the food; color, texture, shape, etc. Discuss the taste. Praise those who made a "new food friend".

7. a - Play color and description games using fruit and vegetable models.

b - Each child will make a page for a room booklet of "new good friends". He/she will put his/her name on the page, draw or paste a picture of a new food tried at home and each child will take turns taking the book home.

c - Allow each child to bring an empty food container from home to make a "store". On rainy days play store. Children must make purchases by name. (Teach money concepts.)

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CONCEPT: III. Food is made up of different nutrients needed for health and growth.

SUB-CONCEPT: B. Identify unfamiliar foods. Taste new foods.

Learning Activities	Teacher Resources
B. Tell children stories	The Tale of Peter Rabbit- Potter It Looked Like Spilt Milk- Show The Little Red Hen The Three Bears Little Bear - Minarik

Fingerplay:

A Beehive

Once I saw a beehive (Hump hands together to form hive)
I said, "Little honeybees,
Come out and play with me!"
"Bzzzzzz." went the honeybees
Inside the little hive; (motion of peeking inside hive)
And then, they came out---
One, two, three, four, five! (show one finger at a time.)

Song:

"I'm A Little Teapot:

I'm a little teapot (right hand on hip to form spout)
Here's my handle, here's my spout. (left arm out to form spout)
I can make my handle and my spout,
Tip me over and pour me out. (tip me over and pour out)

I'm a very clever pot, it's true
Here's an example of what I can do.
I can change my handle and my spout (make change)
And tip me over and pour me out.

CONCEPT: III. Food is made up of different nutrients needed for health and growth.

SUB-CONCEPT: B. Identify unfamiliar foods. Taste new foods.

Learning Activities	Teacher Resources
9. Let the children tell you their favorite recipe (own words) and make a cookbook.	10. Recipe For Peanut Butter Sculptures:
10. Make peanut butter sculptures.	Mix equal parts of peanut butter and dry milk in a large bowl. When you have finished with fingerplays, songs, stories and games, give each child a lump the size of a small apple about 2 inches in diameter. The child will mold the lump of peanut butter-milk into a food form, then children will show and tell. After "Show and Tell", children will eat their products.
11. Make "Stone Soup". What do the stones do? Do they really change the flavor or the soup or is this a fun element in the soup recipe? It's all in knowing how.	11. Recipe For Stone Soup: Take three smooth (sterilized) stones and place in a pot with approximately 3 quarts of water with 1 lb. of lean beef or hamburger meat, salt and pepper to taste and simmer for 1 hour. Add: 4 carrots 4 onions 4 stalks of celery 4 tomatoes 1 box frozen English Peas 2 ears fresh corn (cut corn from cob) 2 cups chopped cabbage (about 1/2 cabbage) 4 medium potatoes diced (Changes made from story, Stone Soup are: omit barley and milk and add tomatoes, English peas and celery.)

NURSERY RHYMES

Little Tommy Tucker
Sang for his supper.
What shall we give him?
Hot bread and butter.
How shall he cut it
Without a knife?
How shall he marry without a wife?

.....

Little Miss Muffett
Sat on a tuffet
Eating of curds and whey (cottage cheese)
Along came a spider
And sat down beside her
And frightened Miss Muffett away. (And said, May I have a bite, please)

.....

Hot cross buns, hot cross buns
One a penny, two a penny
Hot cross buns.

.....

I had a cow that gave such milk
I dressed her in the finest silk;
I fed her on the finest hay,
And milked her twenty times a day.

.....

Where are you going my pretty young miss?
I'm going-a-milking, sir, she said.
May I go with you my pretty young Miss?
If you please kind sir, she said.
Will you marry me, my pretty young miss?
If you please, kind sir, she said.
What is your fortune, my pretty young miss?
My face is my fortune, kind sir, she said.
Then I won't marry you, my pretty young miss.
No one asked you to, sir, she said.

.....

New Food Friend

CONCEPT:	III. Food is made up of different nutrients needed for health and growth.
SUB-CONCEPT:	C. Realize the importance of breakfast.
LEARNER OUTCOME:	Understands the importance of eating a nutritious breakfast.
BEHAVIORAL OBJECTIVE:	Recognize that some foods eaten for breakfast are better choices than others.
MEASUREMENT:	Each child will demonstrate his understanding of what constitutes a good (adequate), breakfast by choosing a breakfast from magazine pictures of different kinds of foods which includes at least one item from each of the basic food groups, with meat as an option.

Learning Activities	Teacher Resources
1. Discuss and show: orange, grapefruit, lemon, and apple or pear. Using a "feely" box or bag, allow the children to feel and identify one of four fruits and call its name. After each identification, ask the children, "Is this a good way to get vitamin C for our bodies?" The answer will be yes on the three citrus fruits, no on the apple or pear. Explain that these fruits are good for us, but we need a vitamin C food for breakfast.	
2. Have children taste a section of orange and grapefruit and then juice the rest and taste the juices. Show that the fruits and juices have the same vitamin C.	2. For 15-20 children — 2 dozen large oranges, 1 dozen grapefruit, 2 lemons, 2 apples and/or 2 pears, 1 brown bag or "feely" box, 1 juicer or blender with juicer and small paper cups.
3. a - Discuss lemons and their sour taste. Ask questions about lemons; What color? Are they similar to orange and grapefruit? Do they belong to the same family? Show each of the three fruits, feel the skins, discuss similarities. When it is established that they are alike, introduce the word citrus. It is the name of the family. Teacher may "dress up" the fruit as "Daddy Grapefruit", "Mother Orange", and "Little Lemon".	3. 1 orange, 1 grapefruit, 1 lemon for each 2 children, 1 peppermint stick for each 2 children.

CONCEPT: III. Food is made up of different nutrients needed for health and growth.

SUB-CONCEPT: C. Realize the importance of breakfast.

Learning Activities	Teacher Resource
b - Game -- in a large container, place food models of fruits (available in Peabody Kit). Have children take one and identify it and tell if it belongs to the citrus family.	Plastic Fruits
c - Math Work -- using poster board oranges, grapefruit, and lemons, count the citrus fruits. Divide them by name, ask children to find the largest fruit, the smallest fruit, ask questions such as "How many lemons are there?" "How many oranges?" "How many grapefruit?" "How many citrus fruits?" "Can you make a set of three oranges?", etc.	
4. Discuss quietly with the entire class the fact that everyone needs a good breakfast every day, no matter what age or size they are. Ask the question, "What happens to your car if you run out of gas?" Explain that this will happen to our bodies if we don't get a good breakfast before coming to school. Allow each child to discuss his/her breakfast for that day.	
5. a - Cut out and paste breakfast foods from magazines on sheets of construction paper. Discuss which choices are good.	
b - Talk about what the class each had for breakfast that day and watch energy level for those who had no breakfast.	
c - Read "Humpty Dumpty" and discuss eggs. Discuss ways eggs may be prepared. Draw Humpty and discuss where eggs come from.	
d - Draw pictures of a good breakfast to take to Mother.	

CONCEPT: III. Food is made up of different nutrients needed for health and growth.

SUB-CONCEPT: C. Realize the importance of breakfast.

Learning Activities	Teacher Resources
e - Identify the food pictures in the Peabody Language Development kit and classify the Breakfast foods. f - Pantomime "We Get Up in the Morning" by Hap Palmer Records. 6. With the class as a group, discuss: Breakfast time as a time of the day, a "morning routine". Explain that the class is going to make a "mini" breakfast. Discuss foods to be prepared; determine whether any items are unfamiliar, especially the honey. 7. Teacher will prepare pancake mix in a shaker jar or in a blender. Teacher will do the actual cooking. Each child will taste a small 3-inch pancake and one teaspoon of honey. During the tasting time, discuss honey -- its source, its food value, its taste. Show realistic pictures of bees in the process of making honey. 8. a - Pantomime the process of making and eating pancakes. b - Sing the breakfast song, "Breakfast" to the tune of London Bridge. c - Read the book, "The Big Honey Hunt" by Eastman d - Review good table manners and discuss some "no-nos". e - Make a bee from the pattern included in the appendix of the teacher's guide.	7. Skillet, pancake mix, pam spray, turner, orange juice, butter or margarine, honey, small paper plates, paper cups, forks, shaker jar or blender, pictures of bees at work.

**** If you are using a Peabody Language Development Kit in your classroom, adapt Lessons 4, 8, 25, 36, 57, 61, 75, 92, 105 or 147 to the breakfast lesson. These are all lessons containing fruit concepts.

CONCEPT: III. Food is made up of different nutrients needed for health and growth.

SUB-CONCEPT: C. Realize the importance of breakfast.

Learning Activities	Teacher Resources
9. After a short explanation, teach the children the following activity with motions: "Breakfast Time" "Wake up, Jimmy," Mother said. Time to get up and get out of bed. (stretch arms and yawn) See the sun shining bright and gay? (Make a large circle with arms) Time to get up and begin the day. Downstairs I go with a run, run, run. (move feet as if running) Mother has breakfast already done! Bacon, eggs and cereal, too, (smile, rub tummy) Only the toast is left to do! Put in the toast; push it down from the top. (put hands on head; slowly lower self to squatting position) Then when it's done, out it will POP! (suddenly jump up)	9. Developed by Judy Alexander from Talking Pictures by M. H. Frost
10. Making toast with a pop-up toaster. Allow each child to make his/her own piece of toast and butter it. Discuss the importance of eating something from the bread and cereal group for energy in the morning.	10. Toaster (pop up), bread, knife for spreading, butter or margarine, paper towels or napkins.
11. a - Make "playdough" food and arrange on paper plates for pretend meal. b - Take a field trip to a grocery store. Let the children become acquainted with various foods that are good for breakfast. Emphasize the variety of breakfast foods.	

CONCEPT: III. Food is made up of different nutrients needed for health and growth.

SUB-CONCEPT: C. Realize the importance of breakfast.

Learning Activities	Teacher Resources
c - Read the following books at quiet time, one each day: Pancakes for Breakfast by Grace Paull, Doubleday Publishers, 1947 Your Breakfast and the People Who Made It. by Benjamin Gruenberg, Doubleday Publishers, 1954	
d - Learn the finger play, "Mr. Sun": When Mr. Sun lights up the sky, I wake right up and rub my eyes, I dress myself with the greatest care I eat breakfast and do my hair And off to kindergarten I go, To learn the things I need to know. (Motions: Circle for the sun, open eyes with fingers, dressing motions, eating, combing and running).	
12. Taste the new friend, tangarine. Before tasting, half the fruit, quarter it and allow the class to peel it themselves.	12. Tangerine, knife, paper towel.
13. a - Materials: tape, paper clips, food models, fish bowl or other container, toy fishing pole, two paper plates (one smiley face and one frowning face). Tape paper clips to the back of food pictures, attach a small magnet to the fishing line. Have students fish for good breakfast items. When they catch a happy breakfast food, they place it with the smiley face. When they catch an unhappy food, they place it with the unhappy face. Discuss why the foods with the unhappy face are not good breakfast choices.	

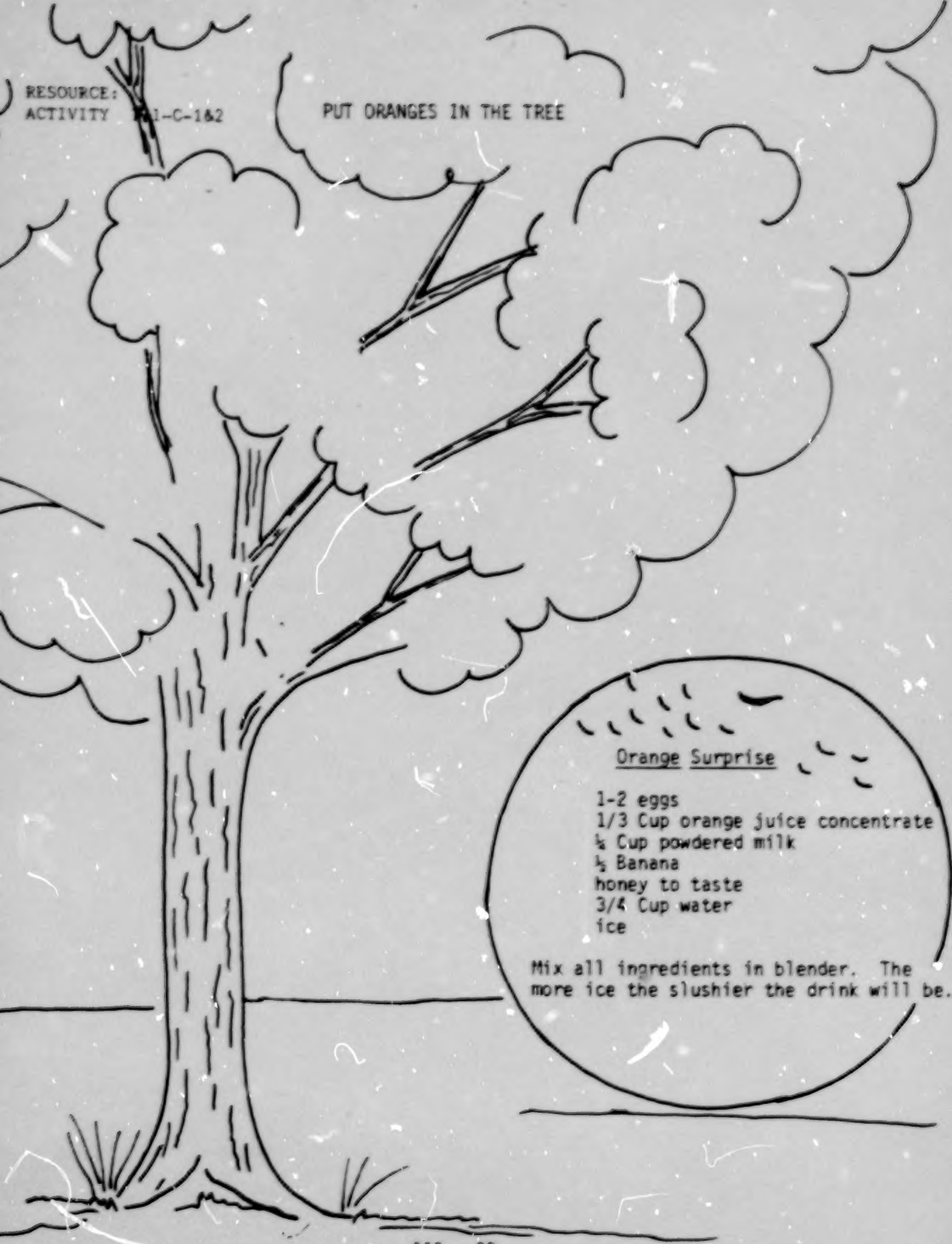
CONCEPT: III. Food is made up of different nutrients needed for health and growth.

SUB-CONCEPT: C. Realize the importance of breakfast.

Learning Activities	Teacher Resources
b - Song-- (Tune: Skip to My Lou Alexander) Orange juice has Vitamin C Grapefruit juice has Vitamin C Citrus fruits have Vitamin C They are very good for me Monday is my orange juice day Tuesday is my grapefruit day Wednesday is my orange day Vitamin C for every day! (Add other days of the week with citrus foods)	
c - Use Peabody lessons: 4, 8, 25, 36, 57, 61, 75, 92, 105, 147 (any or all of these)	
d - Little Red Riding Hood Fruit Basket. Discuss how LRRH took a basket of fruit to her grandmother because she was not feeling well. Ask: What did she put in her basket? Now class, let's fill her basket. (Have ready a basket and food models)	
14. Make hand puppets representing the various members of the citrus family.	
15. Review pamphlets with students.	"Why Eat Breakfast: "Vitamin C" "Why Breakfast is Served At School"
16. Filmstrips	From "Eyegate Series" - Basic Food Groups - Eating Right Can Be Fun
17. Read the story "Green Eggs and Ham" or listen to cassette "Alexander's Breakfast"	Suess, Green Eggs and Ham, Cereal Institute. "Alexander's Breakfast Secret" "It's Breakfast Time"
18. "All Kinds of Breakfasts", Activity Sheet III - 28	Winnie the Pooh, Nutrition and You, Burbank, Calif.; Walt Disney Ed. Media Co.

RESOURCE:
ACTIVITY [illegible]1-C-1&2

PUT ORANGES IN THE TREE



Orange Surprise

1-2 eggs
1/3 Cup orange juice concentrate
½ Cup powdered milk
½ Banana
honey to taste
3/4 Cup water
ice

Mix all ingredients in blender. The more ice the slushier the drink will be.

CONCEPT IV

ALL PERSONS THROUGHOUT LIFE NEED THE SAME NUTRIENTS,

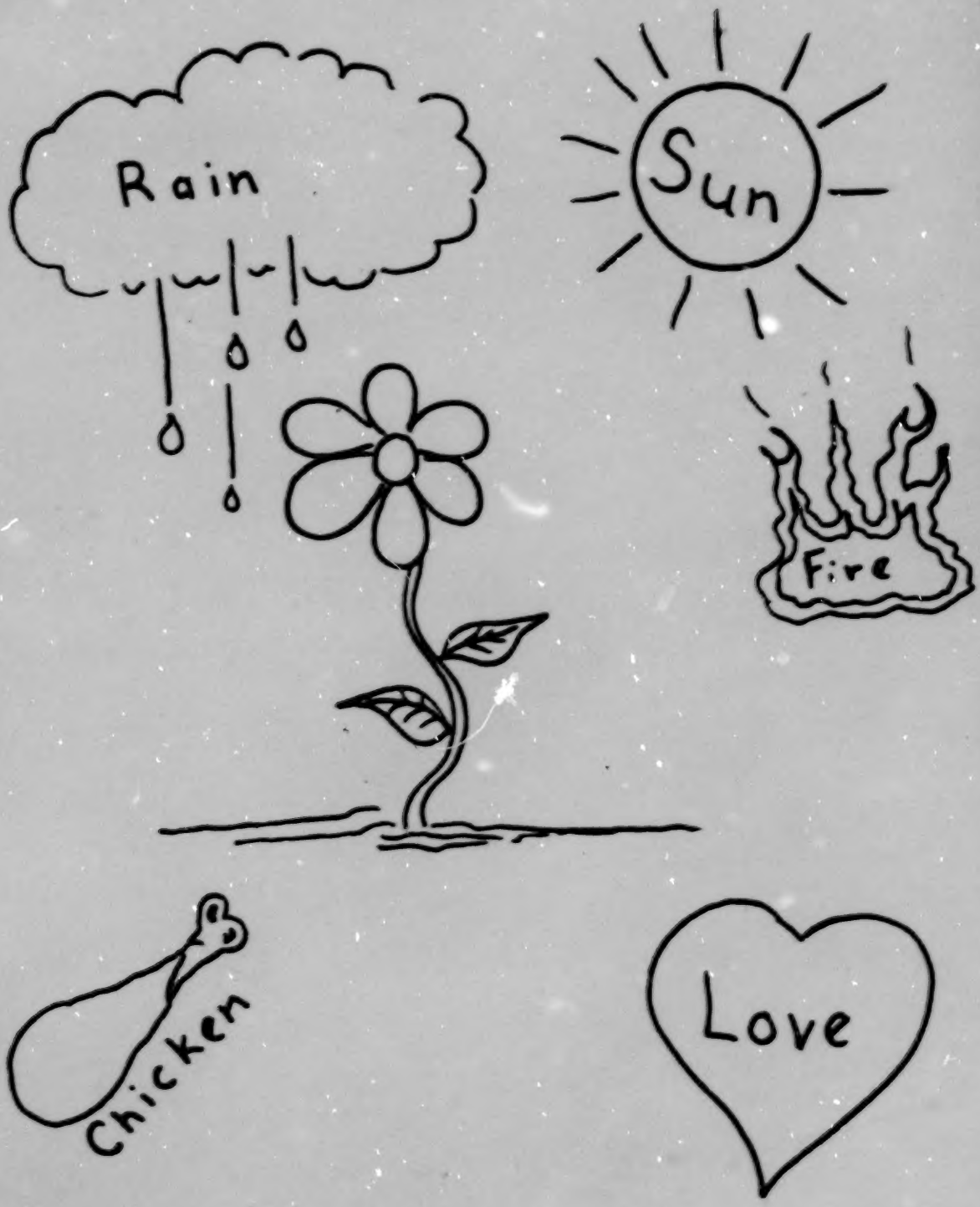
BUT IN DIFFERENT AMOUNTS

CONCEPT:	IV. All persons throughout life need the same nutrients, but in different amounts.
SUB-CONCEPT:	A. Recognize that the body needs food, oxygen and water.
LEARNER OUTCOME:	Understand that the body must have food, oxygen and water for life and health.
BEHAVIORAL OBJECTIVE:	Recognizes there is a relationship between food, oxygen and water for life.
MEASUREMENT:	From a selection of food and non-food items, the child identifies what the body must have for health and life.

Learning Activities	Teacher Resources
1. Using picture illustrations to represent words, discuss the functions of foods. Ex. (Milk) makes my (bones) grow. (Meat) makes (me) grow.	1. Butler, B., Neilson, P. and McRee N. - Play It Healthy, St. Louis, Mo.; Milliken Publishing Co.
2. Plant seeds and let children water some. Place some of the planting in light, some in a dark room. Have children water some and no water on others. Discuss the kinds of things plants need to grow; what happens if plants don't get food, light, etc. Discuss: What happens if people don't get food?	2. See Resource, Page IV-3.
3. Place a lighted candle under a clear container so child can see that candle needs oxygen to burn. Discuss that people burn up food in much the same way and people need oxygen also to live.	

RESOURCE:
ACTIVITY IV-A-2

Draw a circle around the items that PLANTS need to Grow. Color the items circled.



CONCEPT: IV. All persons throughout life need the same nutrients, but in different amounts.

SUB-CONCEPT: B. Recognize that people eat different foods. Introduce nutrients.

LEARNER OUTCOME: 1) Introduce children to the basic food and nutrients.

BEHAVIORAL OBJECTIVE: Name specific foods in each food group.

MEASUREMENT: Identifies the food groups and six nutrients and can recognize some foods belonging.

Learning Activities	Teacher Resources

4. THIS IS A FIVE DAY LESSON

NOTE: This lesson, though written as a five-day lesson, may be used over any period of time desired by the individual teacher for her particular group of children.

MONDAY:

1. Classwork

With magic markers, draw a railroad track on your display or with chalk draw it on the chalkboard. Put up your food train. On the first day tell the students, "we're going to go on a trip." Introduce the figure, Johnny. Place Johnny by the train and tell the boys and girls that Johnny is going to take a train ride. For the first day, begin by telling this story: Johnny decided to go on a trip. He's going on a trip to foodland. Johnny has to buy a ticket to ride on the train. Johnny's bought his ticket and he's going to get on the train. (Ask the students if they can help make a train noise...Johnny is going to travel.) Johnny rides in the first car of the train. After a few minutes of train sounds, tell the boys and girls that Johnny has to come to the first station and he's ready to stop. Have the train slow down, have the students blow a whistle, and then Johnny gets out. Johnny is going to meet his friend in milkland. Introduce the puppet "Mike Milk". Read the following to the students: "Hi, I'm

1. Paper sack puppet Mike Milk, Display board, bulletin board, or black board. The food train made in the workshop, the figure of a boy named Johnny.

Food Models from Dairy Council

CONCEPT: IV. All persons throughout life need the same nutrients, but in different amounts.

SUB-CONCEPT: B. Recognize that people eat different foods. Introduce nutrients.

Learning Activities	Teacher Resources

"Mike Milk". I'm found in all your favorite foods. Ice cream, milk-shakes, chocolate milk, butter, and cheese. Remember to get four or more servings of me each day and you'll have strong bones and teeth. Have the students introduce themselves to the milk puppet as a new friend, and tell the children that tomorrow Johnny and "Mike Milk" are going on a trip to another part of foodland. This will end the story part of the lesson for Monday. Stress the milk foods, use your food models, identify all milk foods in the food model kit.

Using the cubes made in the workshop, display only the cube which is color coded for the milk group. Have the students cut out magazine pictures of milk group foods, or use food models. Ask them to please put all of the milk foods that they can find into this cube. This will be the end of the lesson for Monday.

2. Tasting:

The tasting experience for this lesson will be one teaspoon of lemon yogurt for each child.

TUESDAY:

1. Classwork

Have the boys and girls in a circle for quiet time and tell them that Johnny has visited with his friend "Mike Milk". He has asked "Mike Milk" to go with him on another trip into foodland, and on this trip, Johnny is going to meet his friend in fruit and vegetable land. The children make the train sound, after a few minutes they slow the train down and stop. "Mike Milk" and Johnny get off and introduce the puppet, "Charlie Carrot".

1. Same as Monday with the addition of: paper sack puppet, Charlie Carrot.

CONCEPT: IV. All persons throughout life need the same nutrients, but in different amounts.

SUB-CONCEPT: B. Recognize that people eat different foods. Introduce nutrients.

Learning Activities	Teacher Resources

Read the following:
"Hi, I'm "Charlie Carrot". I help you grow, I help you have pretty skin and hair, I help you be strong. You need four or more servings of vs fruits and vegetables every day." Tell the boys and girls that "Charlie Carrot" has many, many friends that live in fruit and vegitable land. At this point put Johnny, Mike and Charlie in the third car ofthe train and tell the boys and girls that tomorrow they will travel to a different part of foodland. Allow the children to introduce themselves to "Charlie Carrot". Ask them to name as many fruits and vegetables as they can. Taking the food models from Dairy Council, classify all the fruits and vegetables that are in there and identify them with the children. This may be done with games, or by matching the raw food to the cooked foods that are in the model kit, or by any other manner the teacher wishes to use. When this is finished, have the children identify by feeling into a "feely" box or sack three foods from the fruit and vegetable group. These may be carrot, orange, or grapefruit, banana, or any combination that the teacher wishes to use. At the end of this feeling game, when the neames of the foods have been repeated many times, use the foods to have a tasting lesson.

WEDNESDAY:

1. Classwork

Charlie, Mike and Johnny will start in the third car of the train. They will be able to take another trip. Tell the children that Charlie, Mike and Johnny are going to a new part of foodland. Today they are going to meat land. Make the train sounds, make the train

Same as Monday with the addition of: paper sack puppet, Fred Fish.

Learning Activities	Teacher Resources

sounds, make the train slow down, blow the whistle, introduce Johnny to "Fred Fish". Fred represents the meat group. Tell the children that Fred has many, many friends in meat land, and that Johnny has a new friend, and so do the boys and girls. Allow the boys and girls to talk to "Fred Fish", introduce themselves to him. See if they can name some of his other friends that live in meat land. At this point, take the food models from Dairy Council, identify as many of the meat foods as possible, and discuss these with the boys and girls. Tell the children that the next day, "Charlie Carrot, "Mike Milk", "Fred Fish" and Johnny will take a trip to another part of food land. Put all of the puppets and Johnny into the fourth car of the train.

2. Tasting and Activities

The tasting experience for third day will be tuna. The teacher and the helpers can make tuna salad, and serve a small amount to the boys and girls on a cracker or a piece of melba toast. Use your food cube for the meat group, have children identify foods to put in the meat cube; this may be done with magazine pictures or with food models. At this point the children should be able to recognize that we have studied three of the food groups.

THURSDAY:

1. Classwork

Same as Monday with the addition of: paper sack puppet, "Benny Bread".

Thursday's lessor will take Johnny, "Charlie Carrot, "Mike Milk" and "Fred Fish" into the bread and cereal land. Have the children make the train noise, slow the train down, blow the whistle, and the food friends will get off and introduce Johnny to Benny "Benny Bread". Read the following to the children:

CONCEPT: IV. All persons throughout life need the same nutrients, but in different amounts.

SUB-CONCEPT: B. Recognize that people eat different foods. Introduce nutrients.

Learning Activities	Teacher Resources
"Hello, I'm "Benny Bread". You eat me all the time. I'm toast, I'm sandwiches, I could be cornbread, biscuit, rolls, and I'm made from the same thing that cereal is made from. Do you like cereal for breakfast? You need to get four or more servings of bread each day. I would like to be your new friend." Have the children introduce themselves to "Benny Bread", discuss their bread friends, allow them to name as many bread friends as possible. Using the food models, classify the bread foods. Introduce the cube, and allow the children to place all food models in the bread group into that cube.	
2. Tasting The tasting experience for this day should be graham crackers. The children should be told the name of graham crackers many times as they are being served, and they should be told that they are not cookies and that they are very nutritious. Give each child a chance to classify the food models.	
FRIDAY:	
1. Classwork Using the food puppets and Johnny, ask the children to tell the story of Johnny's train trip. Have one child hold Johnny. This child should stand in front of the train or beside the train. Allow one child to be each of the other puppets. Through dramatic play, review Johnny's trip. At the end of this play, place each puppet onto the proper car on the train, and discuss each part of food land.	Same as Monday with all the sack puppets and Johnny.
2. Tasting There will be no tasting experience for this day's lesson.	

CONCEPT: IV. All persons throughout life need the same nutrients, but in different amounts.

SUB-CONCEPT: B. Recognize that people eat different foods. Introduce nutrients.

Learning Activities	Teacher Resources

1. Have the children introduce themselves to Benny Bread, discuss their bread friends, allow them to name as many bread friends as possible. Using the food models, classify the bread foods. Introduce the cube, and allow the children to place all food models in the bread group into that cube.

2. Tasting:

The tasting experience for this day should be graham crackers. The children should be told the name of graham crackers manytimes as they are being served, and they should be told that they are not cookies and that they are very nutritious. Give each child a chance to classify the food models.

FRIDAY:

1. Classwork:

Using the food puppets and Johnny, ask the children to tell the story of Johnny's train trip. Have one child hold Johnny. This child should stand in front of the train or beside the train. Allow one child to be each of the other puppets. Through dramatic play, review Johnny's trip. At the end of this play, place each puppet onto the proper car on the train, and discuss each part of food land.

Same as Monday with all the sack puppets and Johnny.

2. Tasting:

There will be no tasting experience for this day's lesson.

3. Activities:

Using the attached sheet showing the train, have the children draw a picture of Johnny and on each train car draw a picture of the food from each food group that the children

CONCEPT: IV. All persons throughout life need the same nutrients, but in different amounts.

SUB-CONCEPT: B. Recognize that people eat different foods. Introduce nutrients.

Learning Activities	Teacher Resources

3. Activities

Using the attached sheet showing the train, have the children draw a picture of Johnny and on each train car draw a picture of the food from each food group that the children tasted. This is to take home to Mother. Encourage the children to explain to Mother about the food groups. Using the food cubes, allow children to classify the food models as a game in one of the learning centers of the room. Leave these out for use for several weeks.

5. THE FOLLOWING IS A FIVE-WEEK LESSON

FIRST WEEK:

1. Classwork

The teacher will name the food groups and using the posters, the children will repeat the names. The teacher will discuss the foods shown on the posters and the children may name as many as they can. Games should be used to teach these groups, such as children pretend to be food and then go and stand by the poster which show the food group they would be in.

Trend Posters: The Basic Four

2. Activities

Use the many games and filmstrips. Show the "Banana Splits" filmstrip.

TEACHERS: TEACHING THESE FOOD GROUPS SHOULD BE DONE IN SUCH A MANNER AS TO INCORPORATE YOUR OWN TEACHING METHODS. THE ABOVE SUGGESTIONS MAY BE ALTERED TO FIT THE PATTERN THAT YOUR OWN TEACHING TAKES. ON THE FOLLOWING SHEETS ARE THE SUPPLEMENTARY ACTIVITIES WHICH ACCOMPANY THIS LESSON. THE AMOUNT OF TIME SPENT TEACHING THIS LESSON DEPENDS UPON THE INDIVIDUAL TEACHER. WE SUGGEST THAT FIVE WEEKS BE SPENT ON THIS LESSON AND THIS TIME MAY BE ALLOTTED AS THE TEACHER FEES FIT.

CONCEPT: IV. All persons throughout life need the same nutrients, but in different amounts.

SUB-CONCEPT: B. Recognize that people eat different foods. Introduce nutrients.

Learning Activities	Teacher Resources
SECOND WEEK:	
1. Activities: Mike Milk will introduce the milk group foods. Food models from the "Little Ideas" kit from Dairy Council should be used through all these supplementary activities. Children will learn to name the milk group foods, and will be able to place them in the proper car on the nutrition train.	Puppet, "Mike Milk", and the nutrition train game, yogurt for tasting by the class.
2. Tasting: Mike Milk introduces the children to fruit yogurt in lemon or cherry flavor.	
THIRD WEEK:	
1. Activities: Oscar Orange introduces the fruit and vegetable group. Children will identify as many food models from this group as possible and the unfamiliar ones will be worked on further. Children will take turns naming the foods in this food group and placing them in the proper car of the train.	Puppet Oscar Orange, one grapefruit with decorations, one tomato with decorations and enough grapefruit sections and tomato slices for the class. Nutrition train
2. Tasting: Oscar Orange introduces Gracey Grapefruit and Tommy Tomato. The grapefruit and tomato should be real and the teacher should decorate them with eyes, nose, mouth, and hats made of paper. As the children each hold the fruit and the vegetable, they each say the name of the fruit or vegetable and introduce themselves. After everyone has had a turn, the children taste each one.	

CONCEPT: IV. All persons throughout life need the same nutrients, but in different amounts.

SUB-CONCEPT: B. Recognize that people eat different foods. Introduce nutrients.

Learning Activities	Teacher Resources

FOURTH WEEK:

Activities:

The children will review the names and discuss the tastes of Gracey and Tommy. They will discuss with the teacher which is a fruit and which is a vegetable. After the two have been identified, the teacher may discuss with the children what will happen if they were put into the blender or juicer. She may ask if anyone has tasted grapefruit juice or tomato juice. The class may discuss the colors and smells of the two juices, then taste. After the tasting experience, they may discuss the tastes and draw pictures of two glasses and fill them with red or yellow juice.

Tommy Tomato and Gracey Grapefruit

FIFTH WEEK:

Activities:

Reintroduce Fred Fish and Benny Bread. With the children discuss the meat group and bread group. Explain that sometimes we eat them together. Display thin sliced turkey with whole wheat bread. Have sandwich quarters. Make "pretend" sandwiches with food models. Stress: There are many kinds of bread besides white bread.

Fred Fish and Benny Bread

. . . . . .

Supplementary Activities:

A. Milk: Tint several glasses of milk with food color. Allow children to identify by taste. Explain: Sometimes foods are mixed with other foods, but they are still nutritious.

B. Use food labels for classifying by groups.

C. Have a "store" with empty food containers. Make sure they are safe. Teach money concepts.

CONCEPT: IV. All persons throughout life need the same nutrients, but in different amounts.

SUB-CONCEPT: B. Recognize that people eat different foods. Introduce nutrients.

Learning Activities	Teacher Resources

D. Milk: Make ice cream, pudding or butter in the classroom.

E. Take a field trip to a grocery. Identify foods and classify by group.

F. Milk: Use Dairy Council Material: "We All Like Milk". 21 photos of children and animals.

G. Meat: Make peanut butter play dough. Explain why peanut butter is in the meat group.

H. Fruit and Vegetable: Use plastic models from Peabody kit for games and identification. Match pictures to plastic models. Discuss colors and textures. Play fruit basket turnover.

I. Fruit and Vegetable: Using at least five or more of the plastic models, have one child hide. Remove one model, child attempts to identify missing food.

J. Fruit and Vegetable: Plurals -- make a sentence about one food: This is an apple. These are apples.

K. Bread and Cereal: Game: give each child a meat food model. Give instructions: Steak stand up. Liver turn around. Roast beef jump .....etc. Discuss models first.

CONCEPT: IV. All persons throughout life need the same nutrients, but in different amounts.

SUB-CONCEPT: B. Recognize that people eat different foods. Introduce nutrients.

Learning Activities	Teacher Resources
1. Classwork: The teacher will discuss food groups previously learned with the class. Allow children to name some foods from each group. Show the food models and identify them. Explain: All foods in the meat group are not meat. Explain: If a food helps ones body in the same way that meat does, we put it in the meat group. Explain: Peanut butter has protein inside it. We can't see the protein, or smell it, or touch it, but we know it is there. Protein helps us to grow and be strong. Meats also have protein and since peanut butter has protein, like the meats, we put it in the meat group. Ask the children if they would like to taste two meat group foods.	A whole cabbage, one lime, ½ of a weiner per child, 1 teaspoon of peanut butter per child, a sharp knife, a can of sterno, plastic spoons or knives for spreading, matches, food models of peanut butter and weiners.
2. Tasting: ALLOW THE CHILDREN TO VIEW ALL PREPARATION Using the sharp knife, cut a hole in the top of the cabbage and insert the can of sterno. Slice the weiners into fourths. Insert the toothpicks into the lime. (Tell the children that this helps to clean the toothpicks) Light the sterno. Allow the children to "roast" weiners over the fire. When everyone has tasted, put out the fire by sliding the can lid over the opening of the can up-side down. Peel off the cabbage leaves, spread with peanut butter and roll up to eat.	
3. Activities: a - Using only meat group food models, play games of classification or matching with the foods. Separate the meats and non-meats and show how many non-meats are in the meat group. b - Bring a peanut plant into the classroom	

CONCEPT: IV. All persons throughout life need the same nutrients, but in different amounts.

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Learning Activities	Teacher Resources

and show children how peanuts grow.
Plant some peanuts.

c - Make peanut butter in the blender.
Put into the blender: 1 cup of peanuts or peanut granules (see food service for commodity supplies), add 1 tablespoon of oil, and ½ teaspoon of salt. Blend.
Serve on crackers.

d - Learn the song, "Found a Peanut" and change words to suit the activity used previously.

1. Classwork:

Monday - Corn

Use plastic or real vegetables. Mix them up in blender. Ask child to find the corn. Make a large lotto game which includes several different sizes of corn. See if child can match pictures appropriately. Have lots of pictures - different sizes, colors, etc. Give each child five pictures of different things we eat: corn, potatoes, apple, etc. Tell him to give you all the pictures of corn and keep the others. Ask children, "What did you give me?"
Cut off half of picture of an ear of corn and see if children can guess what it is. Have a bag or mystery box. Put different sized and shaped fruits and vegetables inside. Ask child to reach in with hand and to find the corn. (No peeking with eyes.)
Explain that corn grows on a farm. Use flannel board and cutouts - farmer, barn, tractor, mother, baby, school, car, etc. Put three cutouts (car, farmer, baby) and ask which one goes with corn. Let child put corn cutout with appropriate cutout. Use farm picture for discussion.
Explain that corn is a vegetable and belongs to the vegetable family. Show and name vegetables that you will study.

(for all activities)
Corn, food models, plastic vegetables, mystery box, farm poster, cut outs of: farmer, barn, tractor, mother, baby, school, car, etc., marching record, canned corn, can opener, pan and heat source, corn seeds, carrots, tempera paint, raisins, salad dressing, flannel board, potatoes, toothpicks, markers, bean bags, canned green beans, tin pie plates, dried beans, laces, construction paper.

CONCEPT: IV. All persons throughout life need the same nutrients, but in different amounts.

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Learning Activities	Teacher Resources

Music -- Song to tune of Ring Around the Rosey"

Farmer grows the corn
We cook corn on the stove
Umm-good! Umm-good!
Oops, we've eaten it all up!
(pretend to eat and rub tummy)
Corn is pretty yellow.
Corn is pretty yellow.
Umm-good! Umm-good!
(pretend to eat and rub tummy)

Musical chairs with vegetables:

Play a marching music record. When you lift needle, show picture of vegetable, corn. All children must go and find same vegetable on floor and stand on it. (To make it stay on floor, you will have to use tape on the back of it). Cover each picture with clear contact paper to preserve vegetable picture.

Games --

1. Over and under relay using real or plastic ear of corn. Form lines. First child passes corn over shoulder, next child passes corn under legs, etc.
2. Set up grocery store in class. Include vegetable stand or table.
3. Corn jump - Line up several ears of corn next to one another. Have children see if they can jump over row of corn without touching any corn. (Use broad jump or running jump.)

Fine Motor --

1. Shuck corn and cook it.
2. Open can of corn with manual can opener. Pour into pan. Stir while it cooks over hot plate. Let children spoon corn onto their plates or put into a cup.
3. Plant corn seeds in garden you dug during the unit on garden tools.

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SUB-CONCEPT: B. Recognize that people eat different foods. Introduce nutrients.

Learning Activities	Teacher Resources

Tuesday - carrot
Music - See Monday music. Add carrots to the pictures you use.
Art - Make carrot prints: cut off part of carrot, dip in thick tempra paint on stamp pad and dab up and down. Show the children how to do this. Use shelf paper and do it on floor or long table.
Games -
1. Cut off top of carrot and stick toothpicks in three sides. Fill glass with water and watch it grow.
2. Tasting party: blindfold child, let him taste carrot or corn. Then have him tell or show you what he ate.

Fine Motor --
1. Make salad: each child has turn at grating carrot. Add raisins. Put in cups or bowls. Pour dressing on top.
2. Plant carrot seeds.
3. Cut carrot into pieces. Each child has turn and eats for snack. (teacher supervise)

Storytelling--
Tell story using flannel board cutouts. Have Mr. Carrot tell story about how he grew up. Show sequence from seed to large carrot. Tell about need for water, air, and sun.

Wednesday - potato
See Monday Lesson corn.
Music -- See Monday music. Add potatoes to activity.

Art -- Potato prints: cut potatoes in half. Carve out design in potato (square, circle, triangle, etc.) with knife. Use the tempra paint and stamp pads. Put Potato design on stamp pad and then print. Works well on non-slick shelf paper.

CONCEPT: IV. All persons throughout life need the same nutrients, but in different amounts.

SUB-CONCEPT: B. Recognize that people eat different foods. Introduce nutrients.

Learning Activities	Teacher Resources

Games --
1. Hot potato

2. Cut off top of potato - stick toothpicks in it. Fill glass or jar with water and place potato so part of it touches water. Watch it grow.

Fine Motor --
1. Potato Creation - insert colored toothpicks into potato. Attach torn pieces of construction paper, tissue paper, round noodles, onto toothpicks.

2. Make potato face: stick on eyes, nose, ears, mouth. Make hair with thick yarn. Attach it to potato.

Storytelling--
1. Play game using flannel board. Talk about the corn, carrot, and potato cutouts. Cover board and remove one vegetable. Ask children which one you removed. To increase difficulty, you will want to add more items. Or, to make even more difficult, include both fruits, and vegetables. "What is missing?" "Is it a fruit or vegetable?" "Is it brown?"

2. Guessing game: start with cutouts on the flannel board. Tell children, "I am thinking of something that can go in a salad. It is hard and orange. What is it? "Show me" Later, remove visual aids.

Thursday -- beans

See Monday lesson on corn.

Music -- Beans in Your Ear

Art -- Have child write name with magic marker or draw geometric shape. Spread or squeeze glue over lines. Place dried beans on top of glue. Let dry. (may want to fill inside of geometric shapes with beans)

Games --
1. Throw bean bags into wooden Coke crate. Have four sections of Coke crate painted different colors. Make bean bags same color as each section. Ask child to "throw red bean bag into red square", three feet or more away. (If this is too

CONCEPT: IV. All persons throughout life need the same nutrients, but in different amounts.

SUB-CONCEPT: B. Recognize that people eat different foods. Introduce nutrients.

Learning Activities	Teacher Resources

difficult, work on tossing bean bag into trashcan, box and into pie tin before Coke crate).

2. Play Paw-Paw patch. Instead of paw-paws, substitute word beans. (May want to put large bean seeds on floor to pick up during game)

Fine Motor --.

1. Snap green beans and cook. Have children spoon their beans onto plate.
2. Plant bean seeds. Pat dirt on top of seeds and pour water on with watering can.
3. Make tambourines: get pie tins and dried beans. Punch holes evenly spaced in edges of pie tins so the tins can be threaded together with heavy string. Child puts beans into bottom pan and then puts another pie tin face down on it. Child threads string through holes. Knot string ends together, tightly.

Friday - Radish

See Monday Lesson on corn. See Monday music. Add radish to activity.

Art -- Radish mobile: use pre-cut construction paper of red radishes. Spread glue on one radish, put yarn on glue and then put other radish on top. Pat gently. Do two or three each. Tie to coat hanger or from ceiling. Hang up.

Games --

1. Cut off top of radish and insert toothpicks. Put into water in glass or jar.
2. Radish run: put radish on big spoon. Walk to end of room with radish in spoon and put radish in box (shoebox). Then run back and sit down.

Fine Motor -- Make lacing card of radish.
Make a springtime room garden in a sturdy plastic wading pool. Plant seeds and label plants. Allow children to take turns watering the garden.
Do Mr. Vegetable Man sheet attached.

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Learning Activities	Teacher Resources
1. Classwork:	
Using box for fruit group, put all the fruit pictures inside, including magazine pictures of the new fruits tasted. Let each child draw out a picture, then tell what it is. Arrange a fruit basket using plastic fruit (from Peabody Kit). Discuss the different fruits and talk about taste and texture. Then tip the basket over and demonstrate how the fruit rolls out. Arrange chairs in a circle, one less chair than children. Teacher calls out "fruit basket turn-over" and children have to change chairs. The child left without a chair has to be put in the fruit salad. Remove one chair at a time.	Box, fruit pictures, including magazine pictures of the new fruits tasted, a fruit basket, plastic fruit, Book- "I like Fruit" by Ethel Golman, Lerner Pub. Co., (1969) Minneapolis, Minn.
Line fruit up, the ones tasted, if possible. Let one child close eyes. Let another re-arrange the fruit. Then child with eyes closed tries to put the fruit back in its original order.	
Line fruit up. With children not looking, remove one, then children guess which fruit is missing.	
Play "pass the fruit". When music stops, child holding the fruit tells the name and as many things as he can about the fruit -- color, size, taste, etc.	
Name children fruit names, then call out instructions. All apples turn around All oranges hop on one foot All bananas bunny hop, etc.	
Book -- I Like Fruit, by Ethel Golman, Lerner Pub. Co.	

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Learning Activities	Teacher Resources

Game - Pure Food Man

Players form a circle. Each chooses the name of a good food. One player stands in the center and is the pure food man. He asks, in order, the food each represents; then he calls the names of two or three foods. The players having these names must change places, the pure food man trying to get a place during the exchange.

Game - Who is Knocking at My Door?

The children sit in their seats while the child who is IT sits in a chair in front of the room. Some child is chosen by the teacher to go up and knock on the floor behind the chair of the child in front of the room. Upon hearing the knock, he asks, WHO IS KNOCKING AT MY DOOR? The knocker answers, IT IS I, MR. (MISS) _____ (insert the name of some food in food group they are studying). Three guesses are allowed him to guess who it is. If he guesses correctly, the knocker becomes IT. If he cannot guess, he may look and he is IT again.

Game - Wonder Food

Children form a circle; the teacher says this poem as the children pass the food model around the circle:

The (name of food model) goes round and round
To touch it you are surely bound
But hold it not
If you're the one to hold it last
For you the game is surely past
And you are out!

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Learning Activities	Teacher Resources

Easier verse --

The _____goes round and round
You must pass it round the town
Don't you hold it
Or you'll be caught
When it's time
To stop the clock
And you'll be out!

The child who is holding the food model when the last word in the poem is said is out of the game and must sit down in his place in the circle. The game continues until one person is remaining. The children should be encouraged to say the poem with the teacher.

Things to do with different fruits --

Oranges - Paint design printing with sections, show plant, orange juice

Strawberries - strawberry preserves on bread or crackers, show plant

Bananas - Show big banana leaf, tell them that bananas are eaten raw mostly, eat raw, eat banana bread

Apples - Show apple trees in bloom and fruited, show film, Johnny Appleseed, apple juice, raw apples applesauce, apple butter

Grapes - raisins - dried grapes, show vines or shrubs, grape juice or jelly, mash grapes into juice

Watermelons - taste raw, roast seeds, pickle rinds

Peaches - fuzzy skins, show plant (tree), raw, jam on bread, in cereal

Plums - prunes are special kind of dried plum, plum butter, jam, show plant, smooth skin

Pineapple - plant top, raw, preserves, juice, takes 2 years to grow pineapple, tough prickly skin

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Learning Activities	Teacher Resources

Cherries - cherry tree, birds like cherries, cherry jam, pie

Pears - special shape, juice smooth, pear jam on crackers, raw

Coconut - show tree, break, cut, hard, brown, hairy, white liquid, white fruit, raw, unpackaged, shell used for drinking cup, hairy exterior used for ropes, brushes, door mats, leaves braided into hats, baskets, cloth.

Art: Make a large tree and put it on the bulletin board. Have the children make apples out of red construction paper. Let them paste the apples on the tree.

Games: Have the children close their eyes or stand behind a screen, while one child hides an apple. When he has hidden it, he rings a bell, then the other children go looking for the apple.

Have the children roll a plastic apple from one tape mark on the floor to another. Adaptions: roll with elbow, roll with nose (or it may be a relay race).

Fine Motor: Make a simple tree on a worksheet. Give the children several red apples to paste onto the tree.

Storytelling: Have the children say and pantomime this poem with the teacher:

The Apple Tree

Away up high in an apple tree,
(point up)
Two red apples smiled at me.
(form circles with fingers)
I shook that tree as hard as I could:
(pretend to shake the tree)
Down came those apples,
And mmmmm, were they good!(rub tummy)

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Learning Activities	Teacher Resources

Fingerplay:

Five Red Apples

Five red apples in a grocery store;
(hold up five fingers)
Bobby bought one, and then there were four.
(bend down one finger)
Four red apples on an apple tree
Susie ate one and then there were three.
(bend down one finger)
Three red apples. What did Alice do?
Why, she ate one, and then there were two.
(bend down one finger)
Two red apples ripening in the sun:
Timmy ate one, and then there was one.
(bend down one finger)
One red apple and now we are done;
I ate the last one, and now there are none.
(bend down last finger)

.....

5. THIS IS A ONE WEEK LESSON GIVING A FRUIT EACH DAY.

1. Classwork:

Monday: Hold up an apple and say, "this is an apple". Have the child hold the apple and ask him, "what is this?" Accept any response appropriate for that child, but encourage complete sentences. While the child holds the apple, show him another apple and one other object. Say, "put the apple on the apple."

Present apple and one other grossly different object to the child. Say, "touch the apple. What did you touch?" To make the lesson more difficult, use an apple and several other objects which may be more similar to the apple (other fruits or vegetables).

Monday: apples,
Tuesday: oranges
Wednesday: bananas
Thursday: grapes
Friday: pears
Plastic fruit, fruit food models, feely box or bag, blindfold, bulletin board supplies, orange playdough, yellow playdough

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Learning Activities	Teacher Resources

Show a large picture of a bowl or basket of fruit or some other ubsy picture which includes an apple. The child will find the apple. " What did you find?"

Blindfold the child and put a piece of apple in his mouth. say, "What did you taste?" While the child is blindfolded, give him two or three different things to taste and ask him to find the apple.

Give the childrena worksheet with a circle drawn on it and also give the children a red crayon. Say, "Make this into an apple". When the children are finished ask, "What did you make?"

Music: Song to tuen of "Ring Around the Rosey". Pantomime.

We are little apples in the apple tree,
When the wind bolows we all fall down.

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SUB-CONCEPT: B. Recognize that people eat different foods. Introduce nutrients.

Learning Activities	Teacher Resources

Tuesday: Unit group lesson -- See Monday Lesson and adapt for orange.

Music: Song to tune of "I'm a Little Teapot"

I'm a little orange round as can be.
If you peel me you will see
That I have an inside juicey and sweet
Just take the piece that you can eat.

Art: Make playdough and color it orange with food coloring. Have the children make oranges out of the playdough. Or make finger paint and have the children make orange circles on their papers.

Games: Make a large orange paper circle and put it on the floor. Say, "Girls get on the orange. Boys get on the orange. Children with something orange on their clothes get on the orange. Children with belts on get on the orange", etc. Use a small ladder and pantomime picking oranges from a tree.

Fine Motor: Make a worksheet with a circle drawn on it. Make an orange construction paper circle the same size as the circle on the worksheet. Cut up the paper circle into different sections (vary the number of sections according to the child's ability). Have the child paste his sections onto the circle on the worksheet.

Fingerplay:

I'm going to eat some orange
I like it yum yum
I'll give a piece to Mary but I still have some for me
Because I like it yum yum.
I'll give a piece to Tommy but I still have some for me
Because I like it yum yum.
I'll give a piece to Lisa but I still have some for me
Because I like it yum yum.
I'll give a piece to John,
Oh, dear, there is none left for me and I like it yum yum
Boo hoo hoo hoo

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Learning Activities	Teacher Resources

Wednesday: See Monday Lesson and adapt for banana.

Music: Song to tune of "Where is Thumbkin?"

Yellow bananas, yellow bananas,
You must peel them, you must peel them
Then they taste so good
Then they taste so good
Yum yum yum,
Yum yum yum.

Art: Make yellow playdough. Have the children make bananas. Or have the children paint large yellow bananas at the easel.

Games: Make a spinner out of large cardboard banana. When it points to a child, that child has to do a trick then he can spin the banana. Pantomime being a banana that gets peeled and eaten.

Fine Motor: Have the children peel their own bananas.

Fingerplay: One yellow banana in the jungle grew
(hold up one finger)
Out popped another, and that made two.
(hold up two fingers)
Two yellow bananas were all that I could see:
But Bill found another, and that made three.
(hold up three fingers)
Three yellow bananas - if I could find one more,
I'd pick them and that would make four.
(Hold up four fingers)
Four yellow bananas - sure as you're alive!
Why, here is another! And now there are five!
(hold up five fingers)

Thursday: See Monday's Lesson and adopt for grapes.

Music: Song to tune of "The Itsy Bitsy Spider". Pantomime as you sing.

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SUB-CONCEPT: B. Recognize that people eat different foods. Introduce nutrients.

Learning Activities	Teacher Resources

The silly willy apes
always liked to eat the grapes
ch ch ch ch chiii ch ch ch ch ch chii
They ate grapes in the jungle
They ate grapes in the zoo
Look out, the silly apes will
also eat up you.

Art: Make a grape vine on the bulletin board. Give the children the outline of a cluster of grapes and have them paste purple construction paper circles onto the outline. Then have them staple their bunch of grapes onto the grape vine.

Games: Children sit in a semicircle and a chair is placed so that the child sitting in it has his back to the group. Put a bunch of plastic grapes under the chair. One child sits in the chair with his eyes closed. Another child is chosen to get the grapes and get back to his place without being heard. The child in the chair then has to guess who took the grapes.

Fingerplay: (can be used on the flannel board with ten felt grapes.)

Ten little grapes hanging on a vine
Sam took one, then there were nine.
Nine little grapes hanging near the gate.
Jane took one, then there were eight.
Eight little grapes looking up to heaven
Jim took one, then there were seven
Seven little grapes hanging above the sticks
Jill took one, then there were six.
Six little grapes hanging near a hive
Tony took one, then there were five.
Five little grapes ready for the store
Nanny took one, then there were four.
Four little grapes ready for me
Pat took one, then there were three.
Three little grapes ready for you
Annie took one, then there were two.
Two little grapes hanging in the sun
Cathy took one, then there was one.
One little grape who was having no fun
Joyce took it, then there were none.

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Learning Activities	Teacher Resources

Friday: See Monday Lesson and adapt for pear.

Music: Song to tune of "Twinkle, Twinkle, Little Star"

How I'd like to eat a pear
Eat it here or eat it there;
I would even climb a tree,
Then I'd have it just for me.
How I'd like to eat a pear
Eat it here or eat it there.

Storytelling: Use the plastic fruit and pretend to have a grocery store in the classroom. Teacher gives the children play money and asks them to buy an apple, an orange, a banana, some grapes, or a pear.

Do fruit basket work sheet--color and cut exercise.

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Learning Activities	Teacher Resources
7. Additnonal lesson plans: 1. Classwork: The teacher will allow children to tell what they know about milk. Answer these questions: 1. Who do we get it from: 2. Where do we buy it? 3. How is it packaged? 4. Why is it good for you? 5. What is your favorite milk food? Discuss milk foods and classify. Show empty containers and discuss. 2. Tasting: Serve and taste cottage cheese and peach slice at snack time. Learn this rhyme: Little Miss Muffet, Sat on her tuffet, Eating her cottage cheese. Along came a spider And sat down beside her And said, "Give me a big bite, please." 3. Activities: a. Do cow color sheet (attached) b. Use puppet, "Mike Milk" and "Lenny Longbone" for creative play. c. Have a "dairy bar"using a collection of empty milk food containers allowing children to pretend. d. Make a "Mike Milk" finger puppet for each child and learn the milk songs in the teacher's guide. e. Visit a dairy. Sing: Old MacDonald had a dairy, (use cow, pint, quart, gallon, one-half, smallest, largest containers)	Dairy Council food models. Food train or food group cubes, cottage cheese, and a peach slice per child, plastic spoons and paper cups, empty milk containers and other milk food containers , puppets Mike Milk and Lenny Longbone.

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Learning Activities	Teacher Resources

1. Classwork:

The teacher will read the story using the flannel board. The class should be asked sequence questions concerning the story. Allow children to retell the story using flannel board.

Flannel board, characters made from attached patterns, attached story (adapted by Marchia C. Gookin), whole loaf of brown bread, knife.

2. Tasting:

Slice and taste brown bread, (½ slice per child)

3. Activities:

a. Draw a picture of plants growing
b. Add the sun
c. Add the rain
d. Sing Song: "If you Like the Bread Group-
Clap Your Hands"
e. Make yeast dough and allow each child to shape his own small loaf. Bake in the school cafeteria. (Check with your food manager for "roll" day. She may provide your dough.)

f. Do Puppet Show - Basic Food Family

Patterns (on following sheets) can be cut out, colored and pasted onto a popsicle stick.

Who-o-o-ot Owl - Who-whoo-whoo-. Meet the basic 4 Family. They have tips for you about food habits.

Healthy Hilda - Hi there! I'm Healthy Hilda! Today I want you to meet my friends that make me strong and healthy. Do as they do, and you will grow up to be healthy boys and girls. Let's hear what Harry says.

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Learning Activities	Teacher Resources

Healthy Harry - I'm ole Harry, the milk and meat man. Here are my meat and milk friend's stories.

Mike Milk - Hi! I'm Mike Milk. I'm found in lots of your favorite foods, like ice cream, milk shakes, chocolate milk, butter & cheese. Remember to get four or more servings of me each day and you'll have strong bones and teeth like Hilda and Harry. Now let's hear from Fred Fish.

Fred Fish - I'm Fred Fish. Eat two or more servings of meat or meat substitutes each day. Our favorites include beef, pork and chicken. Eat meat and build muscles. Now here are Alice and Oscar to talk about fruits and vegetables.

Alice Apple - Does an apple a day, keep the doctor away? I'm Alice Apple and this is Oscar Orange. If you want to be healthy, eat four or more servings of my fruit and vegetable friends each day and keep that doctor away.

Oscar Orange - You've heard that citrus fruits are needed daily for Vitamin C. Vitamin C helps to keep away colds. Let a healthy family tell you about other citrus fruits. Let's listen to what Charlie Carrot believes.

Charlie Carrot - I'm Charlie Carrot, and like Alice and Oscar just said, we want you to grow straight and strong, so eat four or more of us fruits and vegetables every day. Now here's Bonny Bread.

CONCEPT: IV. All persons throughout life need the same nutrients, but in different amounts.

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Learning Activities	Teacher Resources
Benny Bread - I'm Benny Bread and you eat me every day. I'm in toast, sandwiches, cornbread, biscuits, rolls, and breakfast cereals. Do as Hilda does and get four or more servings of me each day.	
Who-who-Owl - Who-Who-Who. I hope that you have made friends with all the Healthy Basic Four Food Families. Remember who they are -- the milk friends, the meat and egg friends, vegetable and fruit friends and the bread friends.	
. . . . .	
1. Introduce Food Groups - Teacher made poster or bulletin board with pictures of food from each group.	Pictures of food
2. Make 4 food group train out of empty milk cartons. Cut 4 cartons in half and label with one of 4 food groups. Have children put magazine pictures or food models in correct car.	Food Models: Dairy Council Magazine pictures
3. Children will identify members of the meat group from picture cards. (apply to other food group as they are covered).	Little Idea Pictures Dairy Council of California Thinking Skills Level 1 Continental Press Milliken Publishing Materials(Food Masters)
4. Children will cut out pictures of meat from magazines to make a classroom collage. (can be adapted or changed to meet needs of another food group).	Magazines
5. Children will work on meat pages of the Good Food Coloring Book or other available coloring books.	Good Foods Coloring Book U.S.D.A. (Can be duplicated)

CONCEPT: IV. All persons throughout life need the same nutrients, but in different amounts.

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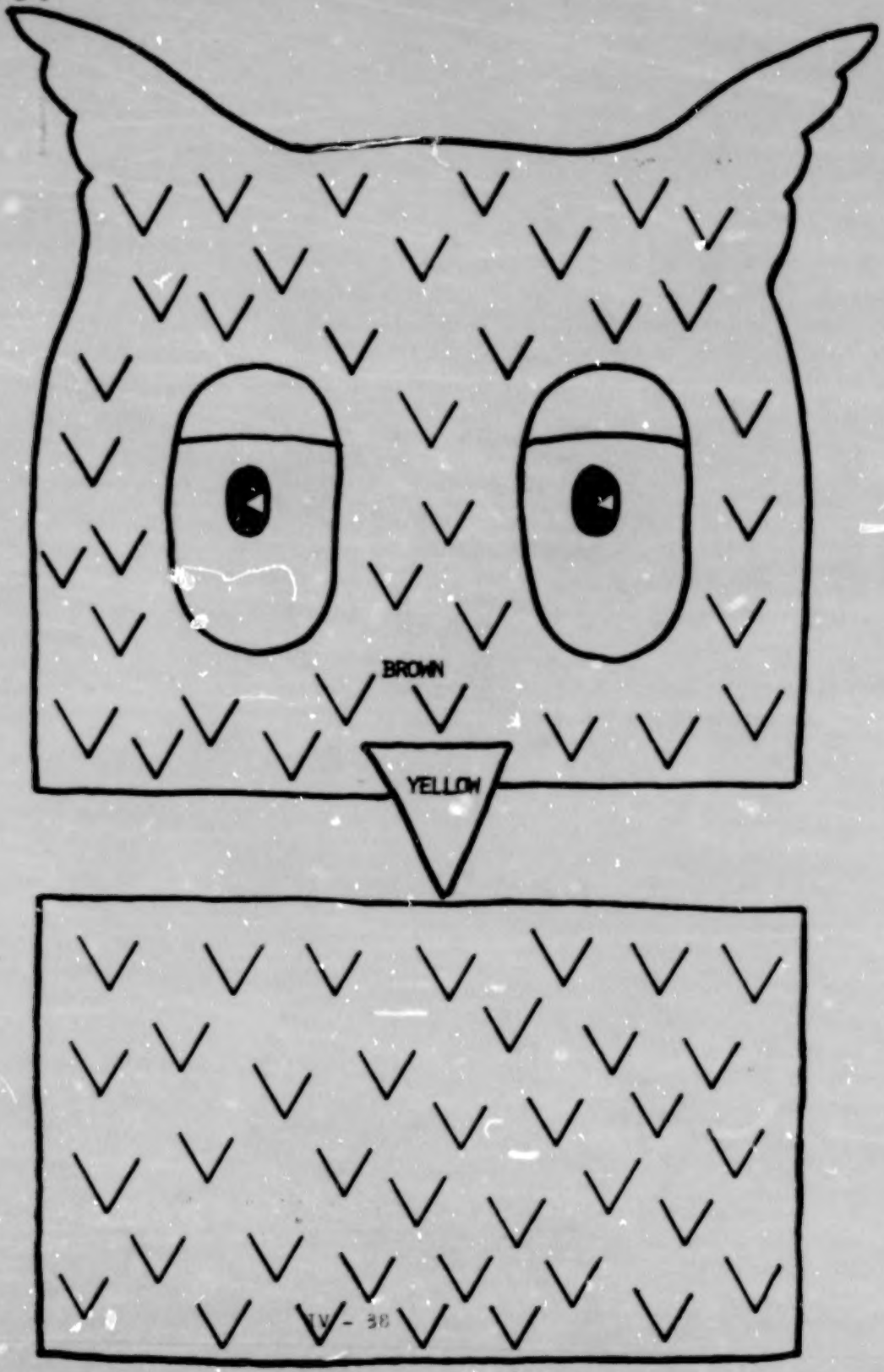
Learning Activities	Teacher Resources
6. Cut out fifty-five paper bananas and ten paper monkeys. On each monkey write one of the numerals 1-10. Let the children attach the appropriate number of bananas to each monkey. This activity can be changed and adapted for various learning experiences. (ex.) eggs on chicken, milk on cow, slices of bread on loaf.	Teacher made materials (Use your imagination)
7. Each day discuss the lunch menu, identifying each food as to food group.	Cafeteria menu

RESOURCE:
ACTIVITY IV-B-1

RESOURCE:
ACTIVITY IV-B-1

WHOOTY WHOOT OWL



RESOURCE:
ACTIVITY IV-B-1

WHOOTY WHOOT OWL

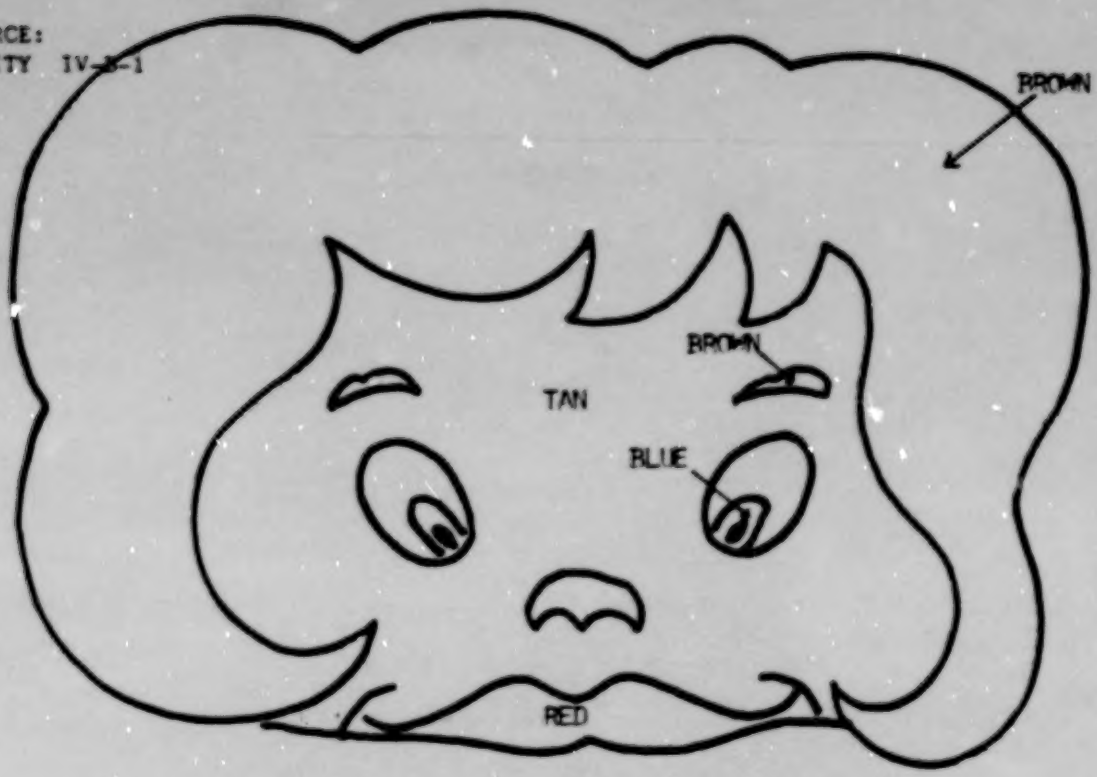
Meet the Healthy
Basic 4 family.
They have tips
for you about
food habits.

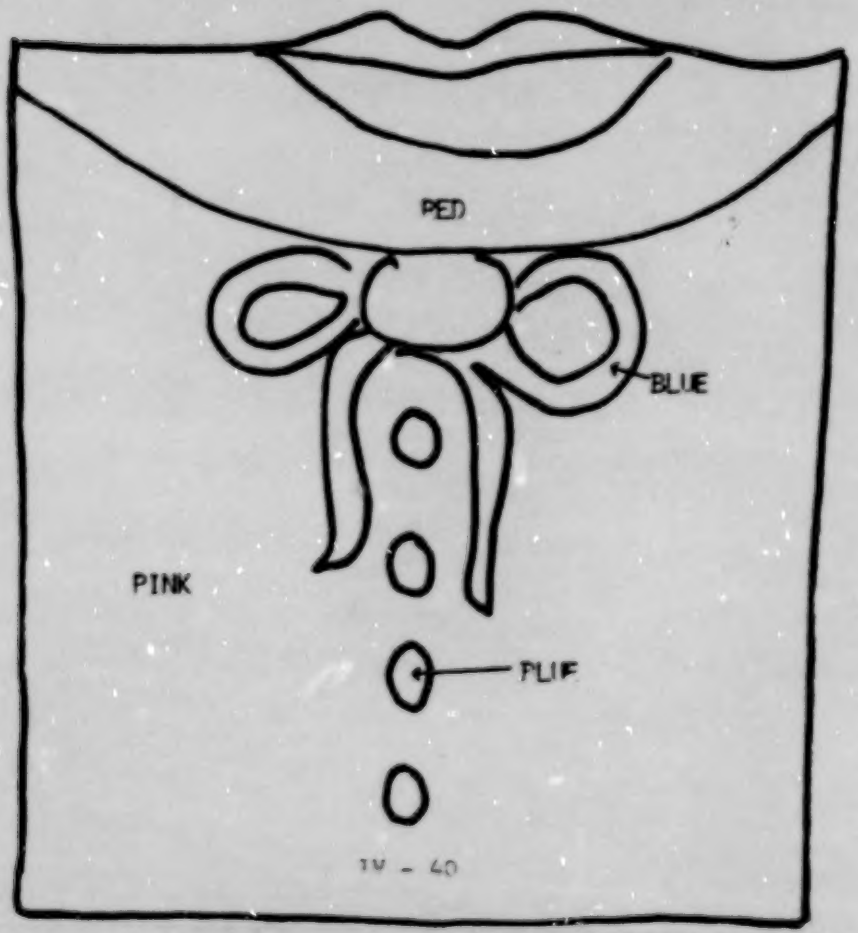
Whooty-wh-o-o-ot Owl!!!!!!!!!!!!!!!!!

Who-whoo-whoo.
I hope you have
made friends
with all the
Healthy Basic 4
Family. Remember
who they are;
The milk friends,
the meat and egg
friends, vegetables
and fruits friends,
and the bread friends.

HEALTHY HILDA SACK SIZE #4

RESOURCE:
ACTIVITY IV-B-1

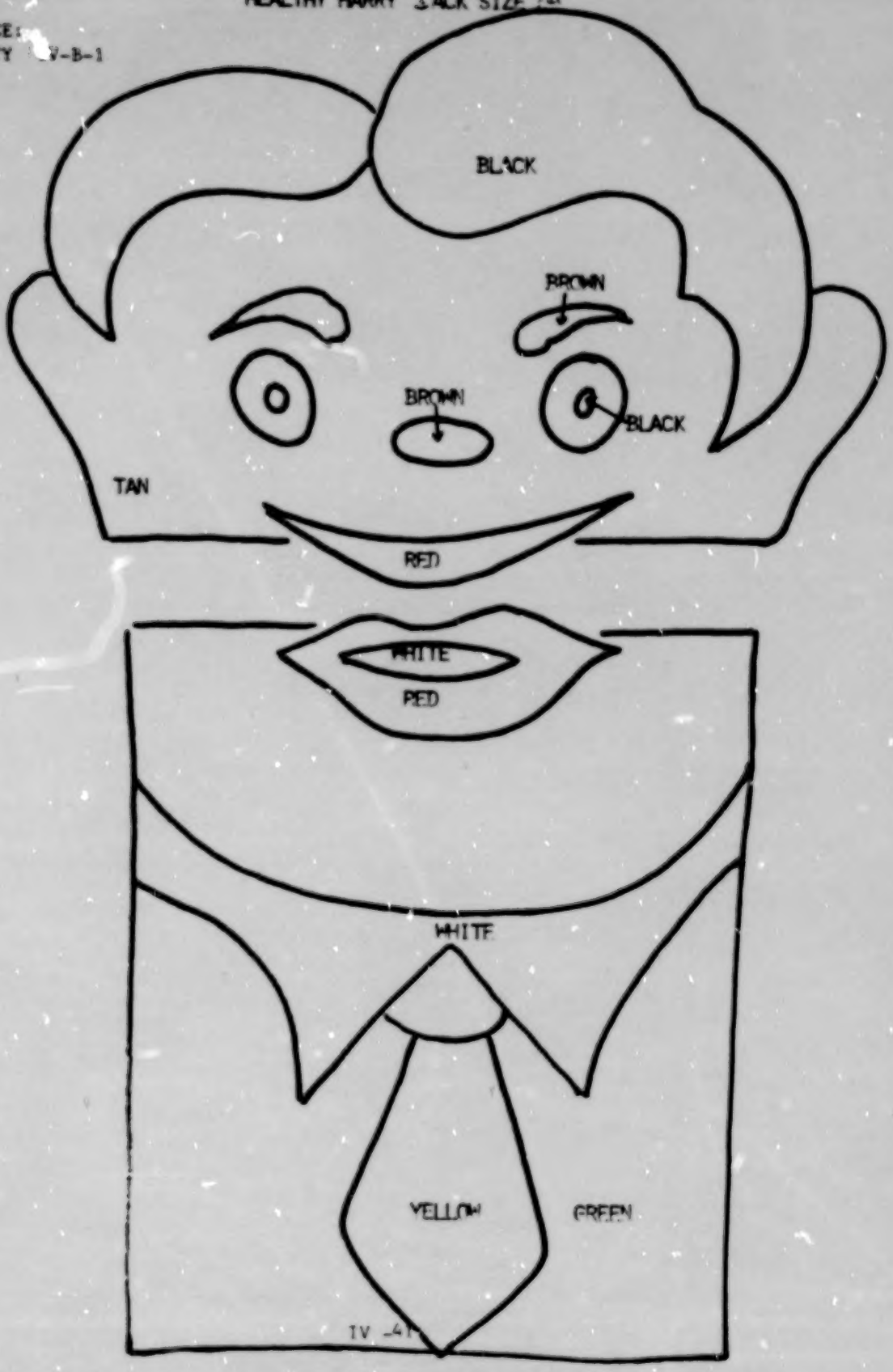




IV - 40

HEALTHY HARRY SACK SIZE All

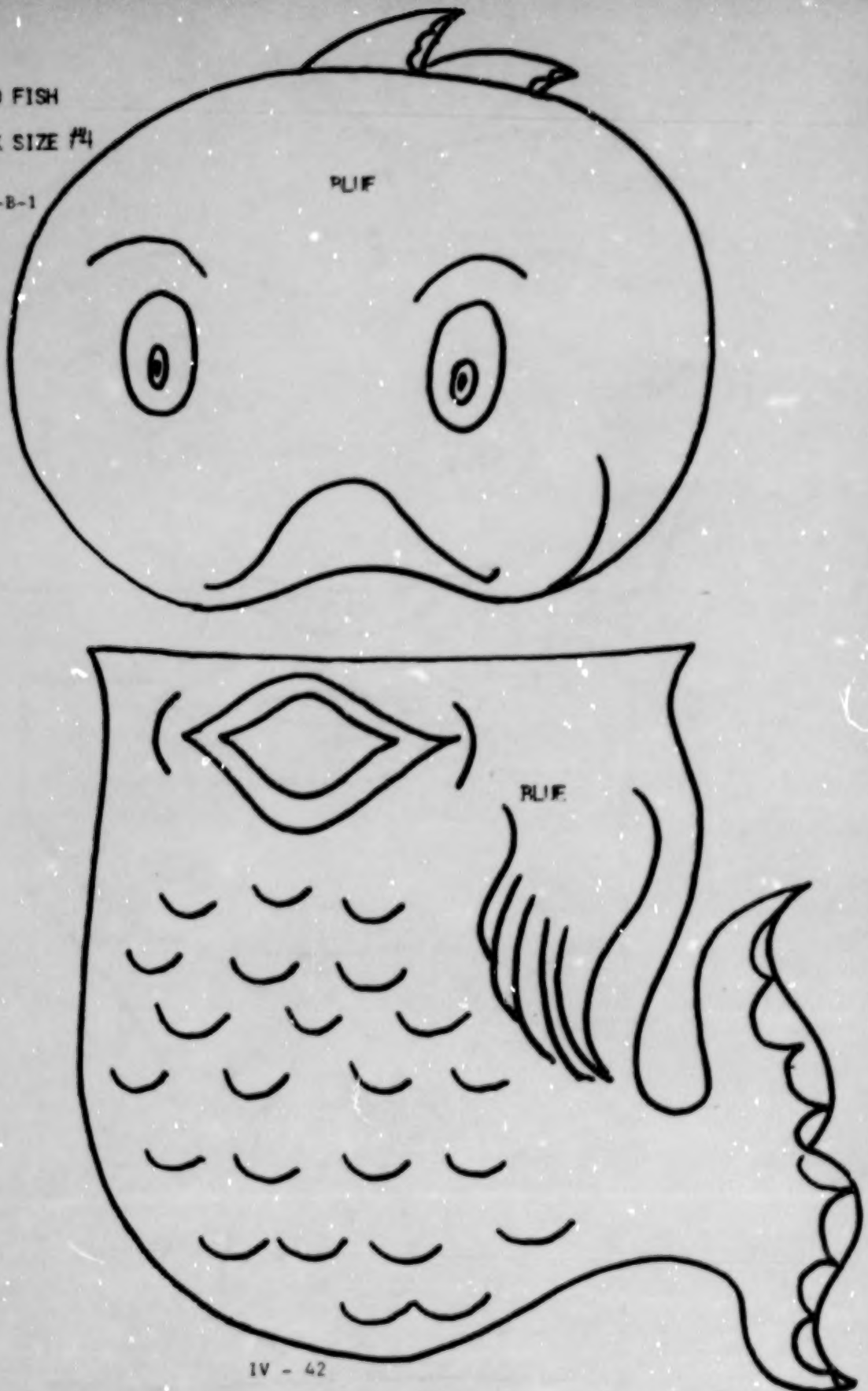
RESOURCE:
ACTIVITY V-B-1



FRED FISH

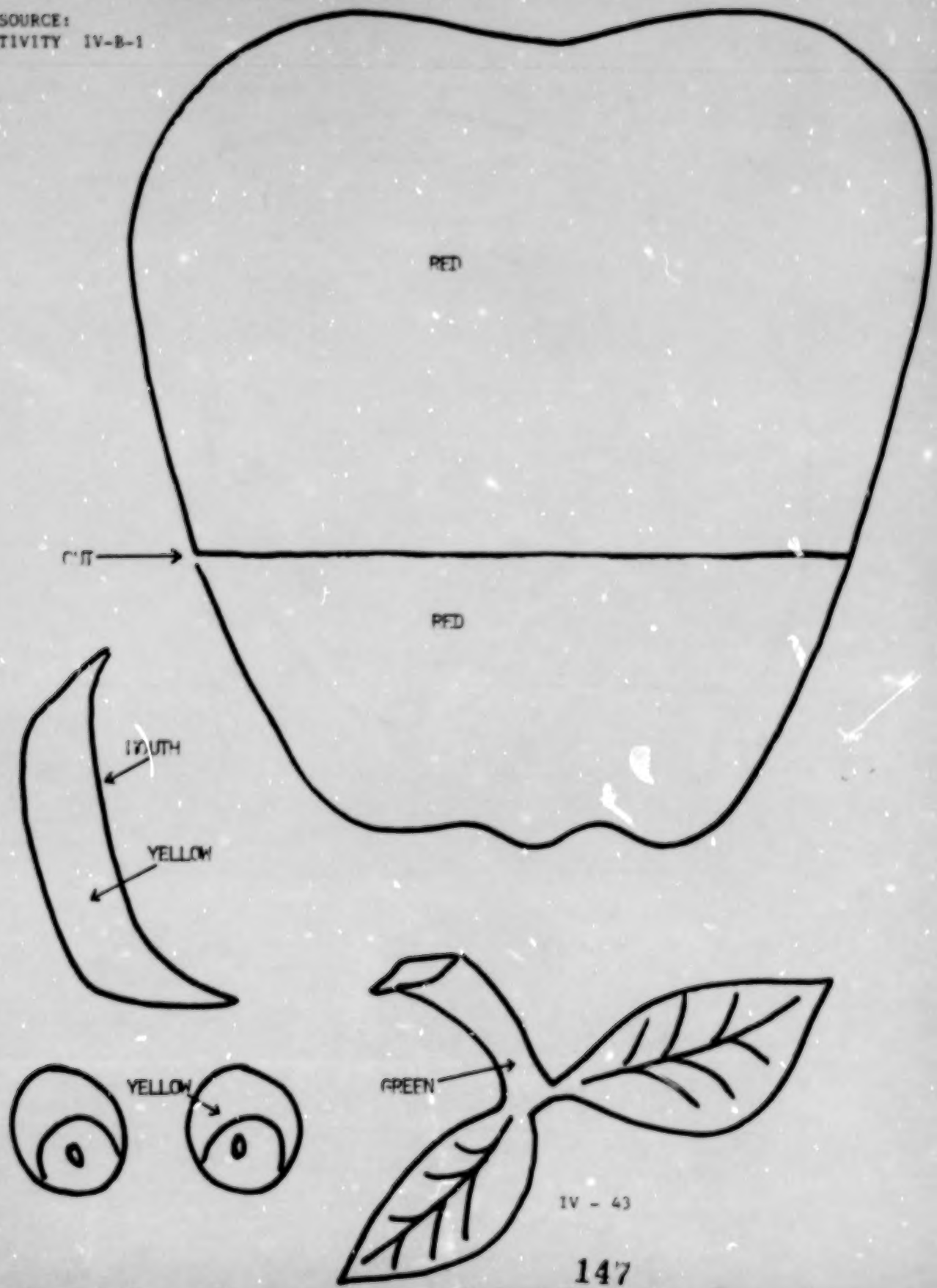
SACK SIZE #4

RESOURCE:
ACTIVITY IV-B-1

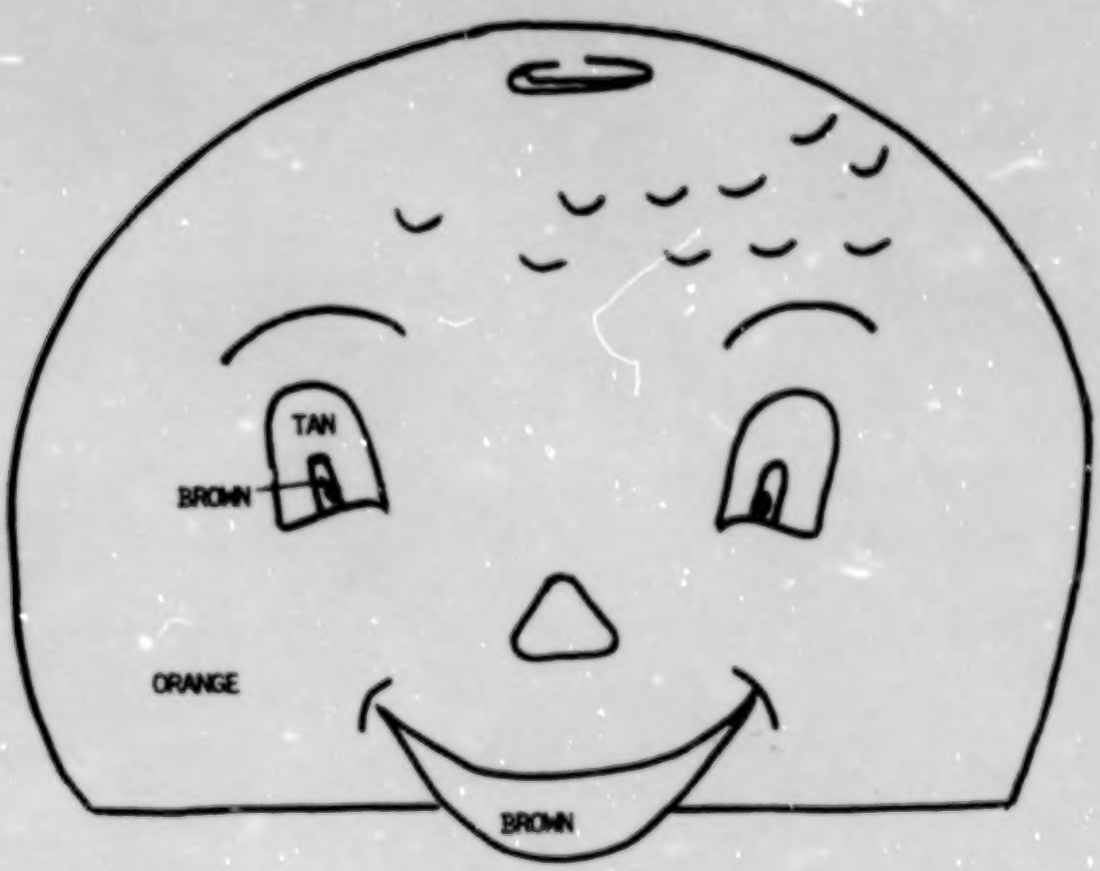


ALICE APPLE SACK SIZE #1

RESOURCE:
ACTIVITY IV-B-1



OSCAR ORANGE



RESOURCE:
ACTIVITY IV-B-1

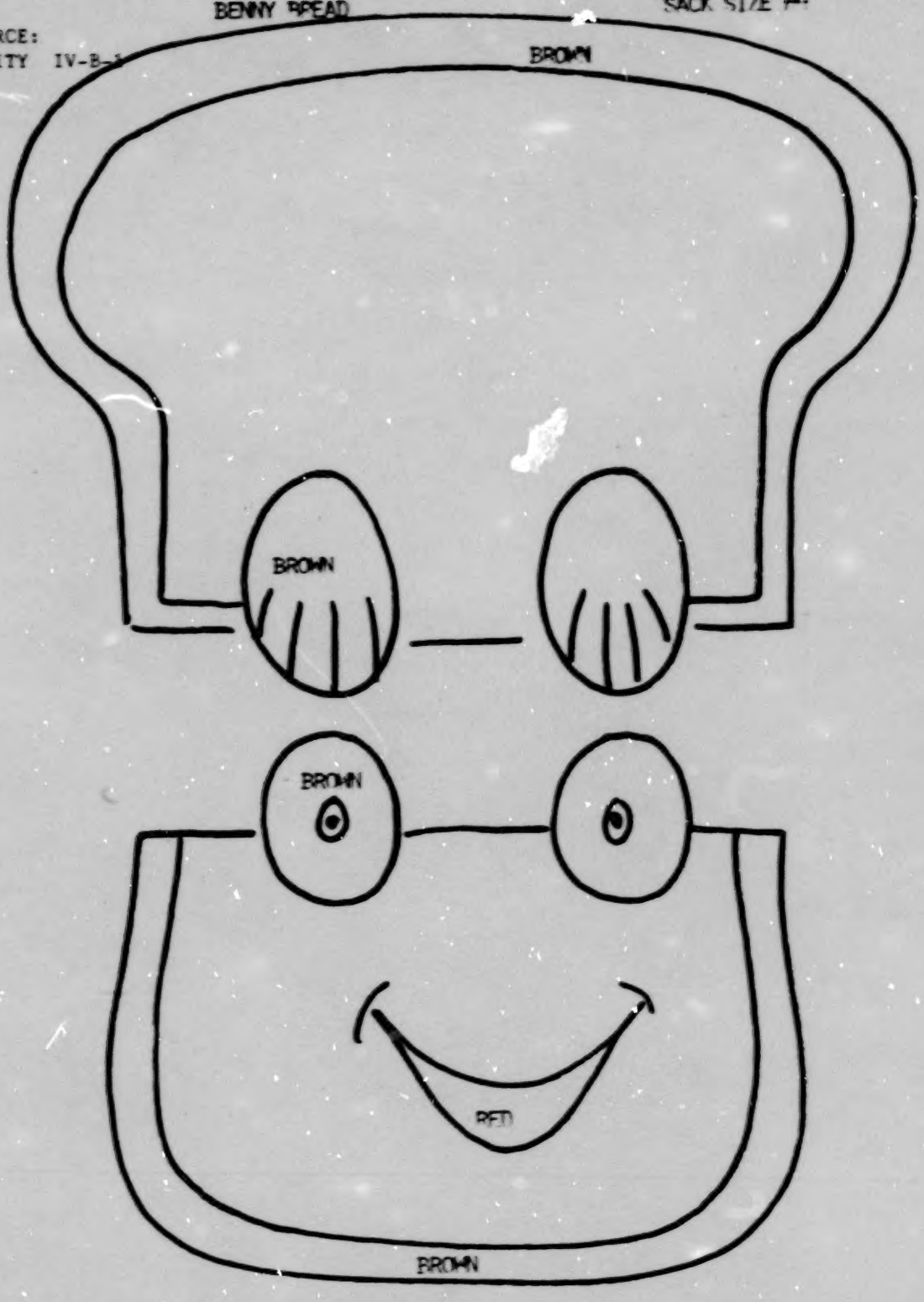
OSCAR ORANGE

You've heard
that citrus
fruits are need-
ed daily for
Vitamin C, that
helps keep away
colds for one
thing. Let a
healthy family
tell you about
other citrus
fruits. Let's
listen to what
Charlie Carrot
believes.

RESOURCE:
ACTIVITY IV-B-1

BENNY BREAD

SACK SIZE #1



CONCEPT:	IV. All persons throughout life need the same nutrients, but in different amounts.
SUB-CONCEPT:	C. Recognize that family members need different amounts of food.
LEARNER OUTCOME:	Child understands that the food and nutrient requirements and family members are different.
BEHAVIORAL OBJECTIVE:	Child can choose proper serving sizes for different family members.
MEASUREMENT:	From several selections, the child can choose the proper serving size for himself/herself.

Learning Activities	Teacher Resources
1. Discuss "We All Like Milk" and how mammals give milk.	1. National Dairy Council
2. Show charts of Daily Recommended Serving in relation to different family members.	
3. Read The Very Hungry Caterpillar	3. Collins World
4. Read Goldilocks and the Three Bears	

CONCEPT V

FOOD PRODUCTION AND SANITATION AFFECTS FOOD QUALITY

CONCEPT: V. Food production and sanitation affects food quality.

SUB-CONCEPT: A. Identify people who provide and supply food.

LEARNER OUTCOME: 1) Understand where food comes from.

2) Develops an appreciation for people who help us get our food.

BEHAVIORAL OBJECTIVE: Identifies persons who help provide our food.

MEASUREMENT: Child identifies people who work to meet food needs by correctly matching illustrations. Ex. - Milk Man who delivers milk to schools and grocery stores.

Learning Activities	Teacher Resources
1. Do Flannel Board Story, "Our Daily Bread"	1. "Our Daily Bread" Adapted by Marcia C. Gookin
2. Visit a farm, a dairy farm, a "farmer's market - fruit and vegetable stand". Look at where food originates.	
3. Find illustrations in magazines or coloring books of a milkman, dairy truck, cook or chef, supermarket clerk, butcher, etc. Role play what these individuals do to help us get our food.	
4. Take a field trip to a farm or dairy. Discuss animals and food grown there.	4. Community
Take a trip to the grocery store. Discuss with children how food gets to the store.	Community
Take a field trip to the School cafeteria. Let food service staff show the children how a pizza is made. They will eat pizza at lunch.	School Cafeteria

OUR DAILY BREAD

Adapted by Marcia C. Gookin

A little boy's mother gave him a brown loaf of bread for his breakfast.

The little boy said, "Thank you, Mother. Thank you for my nice brown loaf of bread."

His mother said, "Don't thank me. Thank the miller who made the flour."

The little boy ran to the miller. He said, "Thank you, miller. Thank you for my nice brown bread."

The miller said, "Don't thank me. Thank the farmer. He grew the wheat."

The Little boy ran to the farmer. He said, "Thank you, farmer, for my nice brown bread."

The farmer said, "Don't thank me. Thank the rain. I only planted the wheat."

The little boy saw the clouds in the sky. He saw the raindrops falling. He said, "Thank you, rain. Thank you for my nice brown bread."

The rain said, "Don't thank me. Thank the sun. I only watered the wheat."

Just then the sun began to shine. The little boy said, "Thank you sun. Thank you for my nice brown bread."

The sun said, "Don't thank me. Thank God who made me."

The little boy went back to the table. Then he said, "Thank you, God. Thank you for my nice brown bread."

V - 4

Flour

Color, then circle the things that belong in the Grocery Store

RESOURCE:
ACTIVITY V-A-5

CONCEPT: V — Food production and sanitation affects food quality.

SUB-CONCEPT: B — Distinguish the various forms of food; ex., fresh apple, applesauce, baked apple, etc.

LEARNER OUTCOME:
1) Recognize various forms of several foods.
2) To teach children how foods are affected by temperatures.
3) To teach children that some foods are eaten raw, as well as cooked.

BEHAVIORAL OBJECTIVE: Identify various forms of food.

MEASUREMENT: Identifies by name some different forms of familiar foods.

Learning Activities	Teacher Resources
1. Discuss various forms of milk; powdered, skim, whole, cream. Have a tasting experience.	
2. Read "Maizie The Cow" and ask questions.	2. On following sheet, page V - 8.
3. Show how temperatures change foods. Today we'll make two foods which change when their temperatures change. One food will change when it gets very hot and the other food will change when it gets very cold. Teacher and children will examine the form and texture of popcorn kernels and discuss what really happens when heat is applied. A corn popper with a glass top is needed. The teacher and children will discuss what gelatin looks and smells like. They will mix the jello with water, discussing the temperature of the water. The jello will be their snack for tomorrow. The popcorn will be there snack for the day. Teacher and children will discuss other foods which are effected by either heat or cold. They may make a list of these foods and classify them as to hot or cold food. a - Place a bottle of water in a place where the water will freeze. Fill the bottle completely full. Discuss expansion of frozen substances.	3. Thermometer, hot plate, popcorn, 2 cups per child, jello, bowl, spoons

CONCEPT: V. Food production and sanitation affects food quality.

SUB-CONCEPT: B. Distinguish the various forms of food; ex., fresh apple, applesauce, baked apple, etc.

Learning Activities	Teacher Resources

b - Make a cooked pudding.

c - Make ice cream.

4. Discuss; Washing the broccoli, the terms raw and cooked, the appearance of raw broccoli (color, texture, sound when snapped, etc.), the taste of the broccoli and dip, the feel of the broccoli, the chopping and boiling of the remainder of the broccoli, and the taste of the cooked broccoli.

5. a - Draw a green picture of boccoli to take home.

b - Role-play the "cook." Make cooked broccoli. Use the steps: washing, chopping, putting into a pan, cooking, serving and sequence.

c - Take a field trip to a market. Identify foods in the produce section. Make a purchase to prepare for the next days snack. (Suggestion: cauliflower to be used in the same manner as the broccoli.)

6. Conduct food tasting experiences with various forms of such foods as:

Grapes	Potatoes
Fresh (white, purple)	Baked
Juice (canned and frozen)	French Fries
Jelly	Fried
Canned	Mashed
	Creamed
Apples	Potato Chips
Fresh	Bar-B-Que
Baked (whole - Pie)	Potato Pancaked
Jelly Juice	

RESOURCE:
ACTIVITY V-B-2

MAIZIE THE COW

Once upon a time there was a milk cow. Her name was Maizie. All the children liked Maizie because she gave milk.

Maizie was very special because she gave bubbly fresh milk that sometimes tasted like a milk shake. No one knew how Maizie could do such special things.

One day farmer Ben was milking Maizie and he said, "I'm going to take Maizie's milk to the dairy. Would you like to go along?"

All the children said, "Yes."

Maizie wanted to go, too, but it was time for her to go eat some clover. She had to do this so she could make some more milk.

When farmer Ben and the children got to the dairy, they saw some strange things. They saw cottage cheese, they saw yogurt, and they saw butter.

"Where did these foods come from?" asked the children.

"Cottage cheese, butter and yogurt is made from milk," said farmer Ben.

"Oh, no," said the children. "Milk is just milk."

Farmer Ben laughed. "Why don't you ask Maizie?" he said.

"Okay, we will," replied the children.

On the ride back to the farm one of the children said, "I bet you think cheese comes from milk, too."

"That's right," said Farmer Ben. The children thought that was funny. They had eaten cheese and it didn't taste like milk.

The next day the children went to see Maizie. She was chewing some grass.

"Maizie, isn't milk just milk?" asked the children.

"Yes and no," said Maizie. "I give milk, but people take my milk and make it into wonderful foods. Sometimes they make the milk become cottage cheese, sometimes yogurt, sometimes even butter."

"But, Maizie, don't you mind them doing that?" the children asked.

"No," said Maizie. "I'm happy that my milk can be made into so many tasty foods."

"Which milk food do you think is best?' asked the children.

"Some people say buttermilk is," sighed Maizie as she chewed up a flower. "Some say cottage cheese is the best," snorted Maizie. Then she mooed very loudly three times. "All the foods made from milk are good for you. It just depends on what you like to eat."

"The children said, "Maizie, you're the best. You know everything!"

Maizie just smiled and mooed one more time. Then she swished her tail and trotted off across the meadow until she found a nice tree under which to lie down.

Maizie was a very special cow. She gave bubbly fresh milk that sometimes tasted like a milk shake. The children said that Maizie knew everything. She even knew where a bird's nest was and why robins liked to sing.

Following the story, the teacher should ask these questions:

- What is a food that can be made from milk?
- What other foods can be made from milk?

CONCEPT: V	Food production and sanitation affects food quality.
SUB-CONCEPT: C	Practice personal cleanliness habits before eating. Recognize that food must be cleaned before eaten.
LEARNER OUTCOME:	Children will learn that food must be clean and fresh (not spoiled) to be eaten. Children will learn importance of washing hands before handling and eating foods.
BEHAVIORAL OBJECTIVE:	Demonstrates an understanding of the importance of "clean" food to good health. Practices acceptable sanitary habits in handling food.
MEASUREMENT:	Child identifies spoiled food by odor. Child demonstrates knowledge of sanitary food practices by identifying such practices in illustration on "Flash Cards".

Learning Activities	Teacher Resources
1. Demonstrate proper washing hand technique and have children perform this. Discuss importance of clean hands and utensils.	1. Resource, page V-12.
2. Given smelling jars containing fresh milk, hamburger, and rice, as well as spoiled hamburger, and rice, each child will learn to recognize spoiled food through the sense of smell by choosing the jars that have an unpleasant odor when asked to.	
3. Each child will learn that food will spoil when left uncovered in the open and at room temperature by leaving a piece of bread on the windowsill and examining it a few days later (sprinkle bread with water twice a day because mold needs a damp, warm environment in which to grow).	3. Resource, page V-13
4. Each child will learn how fruits and vegetables can be cleaned by scrubbing and rinsing a piece of carrot, a stalk of celery, an apple, a cucumber and a leaf of lettuce and looking at the amount of dirt in the washing water.	

CONCEPT: V — Food production and sanitation affects food quality.

SUB-CONCEPT: C — Practice personal cleanliness habits before eating.
Recognize that food must be cleaned before eaten.

Learning Activities	Teacher Resources
5. Read "Raccoons", by Bernice Kohn, so children can learn that animals clean their food.	Kohn, Bernice - Raccoons
6. Prepare a "culture" and allow children to observe bacterial growth from contaminated food. (Be sure children understand source of contamination.)	

RESOURCE:
ACTIVITY V-C-1

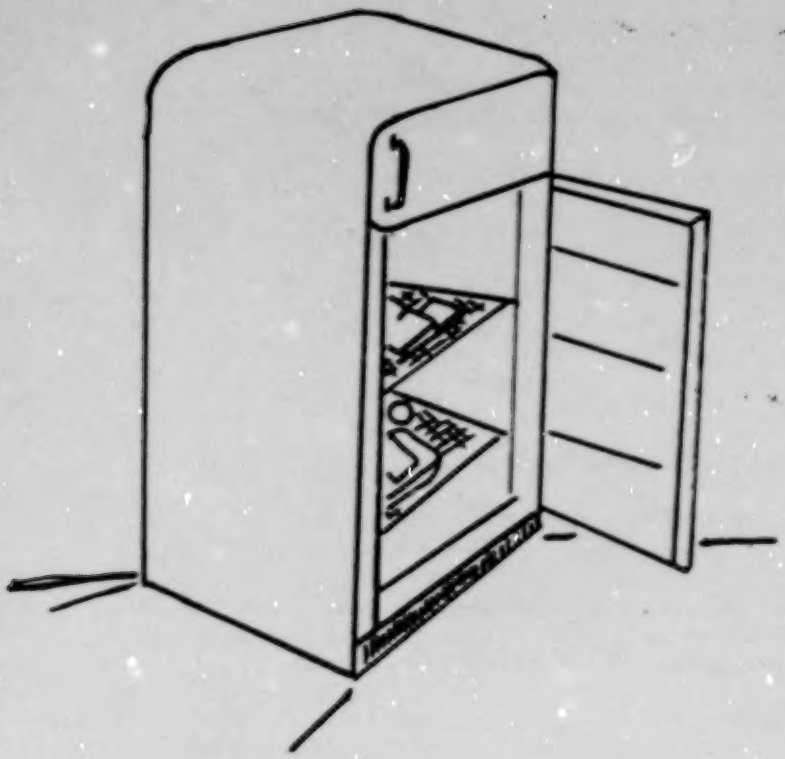
HANDWASHING TECHNIQUE

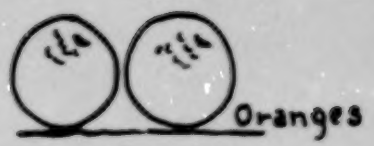
1. Wet hands and lower arm with hot to warm water
2. Lather hands and arms using hand soap
3. Rinse hands and arms with clean water
4. Take fingernail brush and clean nails thoroughly
5. Rinse hands with clean water
6. Lather hands and arms again
7. Rinse hands and arms thoroughly
8. Dry with a clean disposable towel

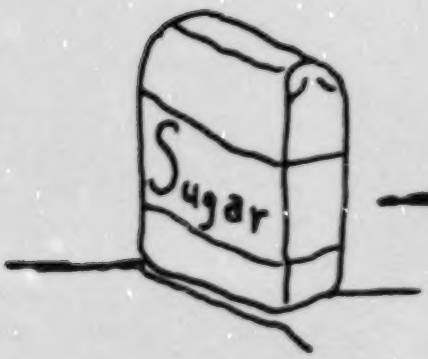
Handwashing is necessary not only before starting work and after visiting the toilet, but also at any other time when the hands have become soiled or contaminated. It must be recognized that hands often become soiled in the performance of routine duties in and about the establishment. The use of tobacco while preparing or serving food may contaminate the fingers and hands with saliva, and may promote spitting, thereby permitting transmission of disease organisms present in the saliva to food or food-contact surfaces.

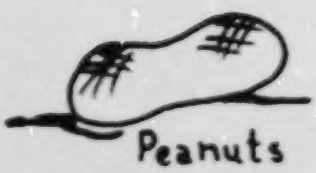
RESOURCE:
ACTIVITY V-C-3

DRAW LINES TO PUT FOOD WHERE IT BELONGS



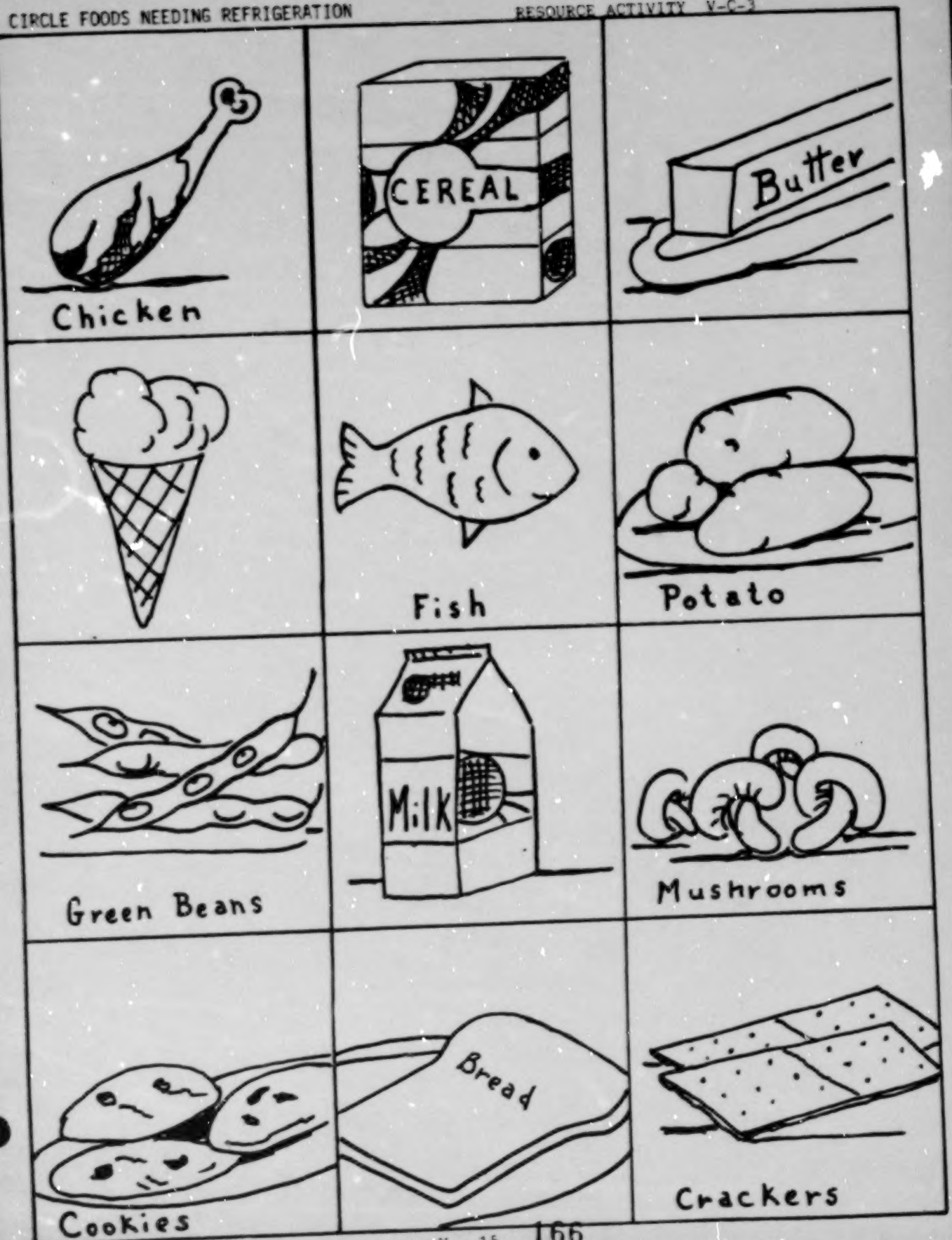






CIRCLE FOODS NEEDING REFRIGERATION

RESOURCE ACTIVITY V-C-3



CONCEPT VI

EATING IS A BEHAVIORAL ACTIVITY WHICH AFFECT INDIVIDUALS SOCIALLY, EMOTIONALLY AND PHYSIOLOGICALLY

CONCEPT: VI	Eating is a behavioral activity which affect individuals socially, emotionally, and physiologically.
SUB-CONCEPT: A	Demonstrate accepted table manners for the group.
LEARNER OUTCOME:	Becomes aware of acceptable mealtime manners. Understands the importance of good mealtime manners.
BEHAVIORAL OBJECTIVE:	Practices good manners associated with the serving and eating of food in various social situations.
MEASUREMENT:	Child demonstrates his knowledge of good manners by correctly role playing the following situations, answering appropriate questions correctly. 1) Set a table with a place setting of tableware, dinnerware, including napkin and a glass for milk, along with one or two "imaginary" food items. (Teacher may wish to use food models for certain food items). 2) Have child ask for a food item. Request should be accompanied by the appropriate responses of "please" and "thank you". 3) Ask child which he would use first, the knife, glass, or napkin. 4) Pretend there is a bowl of soup. Ask child to show how he would dip and eat the soup. 5) Have child demonstrate how he would "cut his meat", or eat his jello. (Note utensil selected).

Learning Activities	Teacher Resources
1. Given a folded napkin and a spoon, the children will sing and act out "The Napkin Song".	
2. The children should practice in different situations saying "please" and "thank you".	
3. Read "Winnie The Pooh Meets Gopher"	3. Western Publishing Co., INc.
4. Read "Manners Can Be Fun"	4. Leaf, Munro
5. Read "Gustav The Gourmet Giant" and let the children discuss how the giant would have eaten if he had used good manners.	5. Gaeddert, Lou Ann
6. Play "Simon Says" game.	

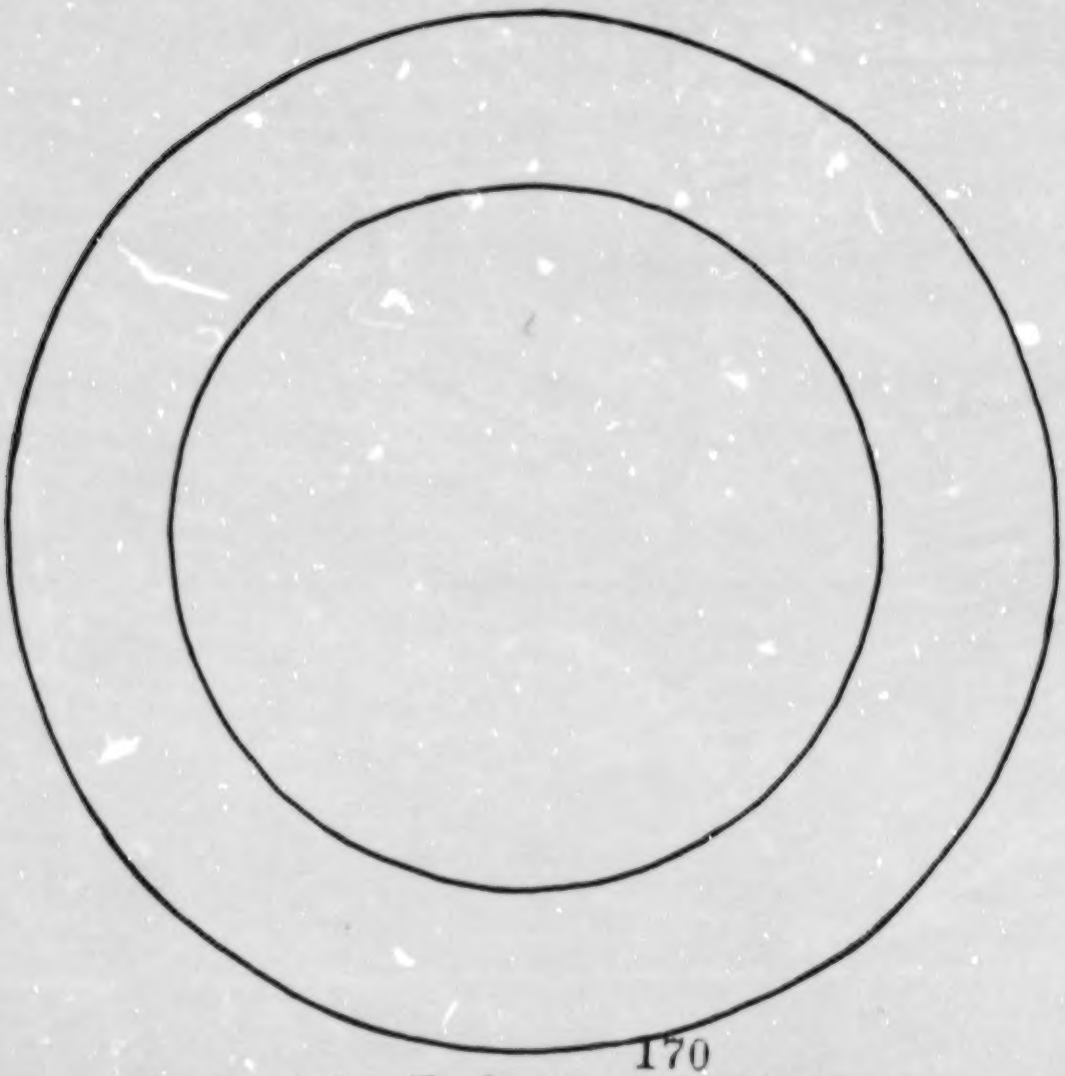
CONCEPT: VI — Eating is a behavioral activity which affect individuals socially, emotionally, and physiologically.

SUB-CONCEPT: A. — Demonstrate accepted table manners for the group.

Learning Activities	Teacher Resources
7. Discuss proper table manners for the cafeteria. Take them to the cafeteria and let the food manager show them around the cafeteria while she tells them about proper conduct while eating.	7. Cafeteria Cafeteria Manager
8. Cut out pictures of plate, glass, fork, spoon and knife. Arrange correctly on 11" X 8" construction paper placemat.	8. Resource, page VI-3 and 4.

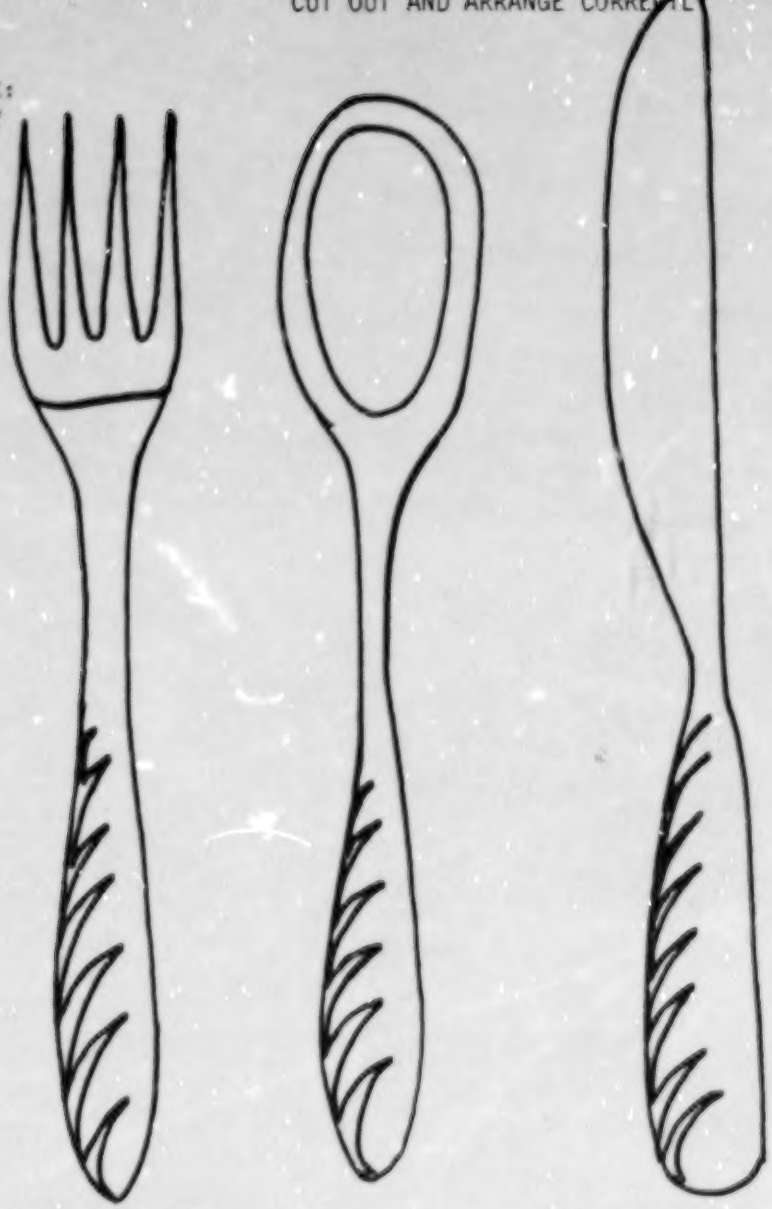
CUT OUT AND ARRANGE CORRECTLY

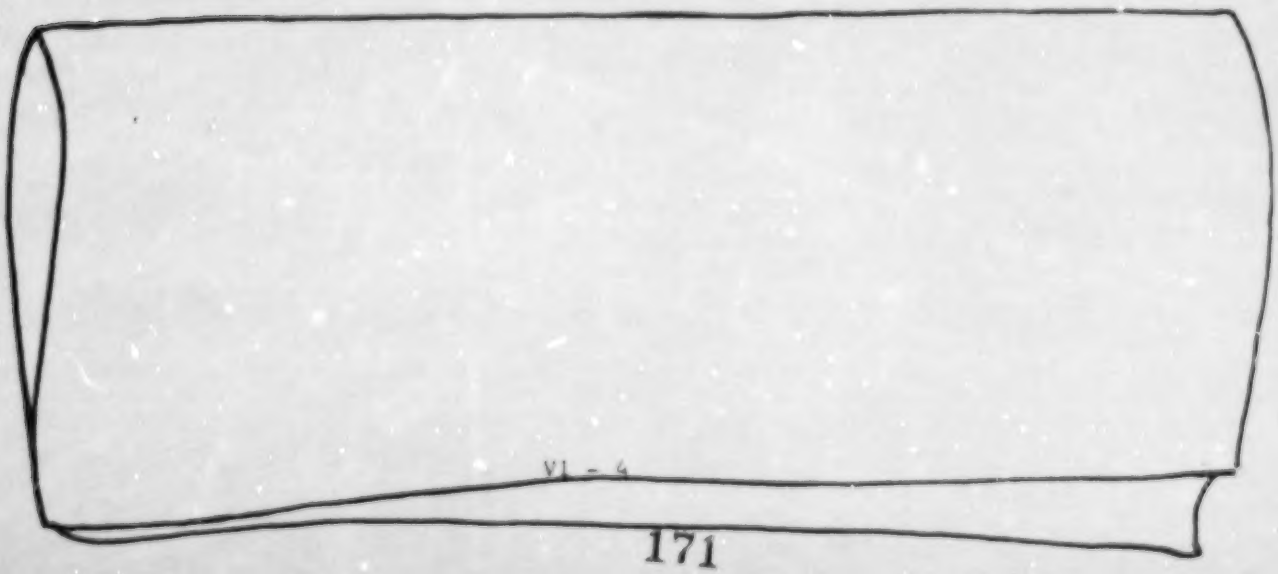
RESOURCE:
ACTIVITY
VI-A-8



CUT OUT AND ARRANGE CORRECTLY

RESOURCE:
ACTIVITY
VI-A-8





CONCEPT: VI.	Eating is a behavioral activity which affect individuals socially, emotionally, and physiologically.
SUB-CONCEPT: B.	Recognize accepted behavior for public dining. Be friendly in cafe. Eat slow.
LEARNER OUTCOME:	Recognize acceptable food behavior at home and in public.
BEHAVIORAL OBJECTIVE:	Practices courtesy and exhibits a pleasant manner at mealtime.
MEASUREMENT:	Given a role playing situation, child demonstrates knowledge of good manners by chewing food properly. Child exhibits courtesy and pleasant manner when role playing dining out in a public restaurant.

Learning Activities	Teacher Resources
1. Set different table settings for different eating situations.	
2. Let children select from a simplified menu and act out eating in a restaurant.	
3. Stress the importance of friendliness while eating.	
4. Let the boys hold the girls' chairs before sitting.	
5. Stress the importance of eating slow and let children practice this at mealtime.	
6. Children observe each other eating a food such as an apple, chewing with mouth open and trying to talk with a mouthful of food.	
7. Discuss: "How do we look?" "Did you understand what _____ was trying to tell us?"	
8. If a child in class happens to have a birthday, good manners for birthday refreshments might be used as a social situation involving food made more pleasant by appropriate behavior.	
9. Have children show or tell how they feel about eating after a family misunderstanding, or if they have been scolded.	
10. Role play order from a menu.	"I Can Eat Out" - FINC See Bibliography

BEST COP

CONCEPT: VI.	Eating is a behavioral activity which affect individuals socially, emotionally, and physiologically.
SUB-CONCEPT: C.	Identify foods served on holidays. Experience eating together with family and friends.
LEARNER OUTCOME:	Recognize that food eaten on special occasions also contributes to health and growth.
BEHAVIORAL OBJECTIVE:	Identify foods served on holidays and special occasions.
MEASUREMENT:	From pictures children can match special occasions to foods usually served.

Learning Activities	Teacher Resources
11. Introduce Thanksgiving by reading The First Thanksgiving.	
12. Discuss ways the early Indians lived and their customs. Construct teepee in room with poles and a sheet.	
13. Discuss pilgrim life and the reason for the Thanksgiving feast.	
14. Introduce Christmas, Easter and other special occasions.	
15. Make a "Nutrition Tree" for Christmas, decorated with illustrations of nutritious foods.	
Halloween: Play a "Trick or Treat for Good Nutrition Game".	
Plan a "Fruit and Vegetable" birthday party after viewing the film, "The Fruits and Vegetable Birthday Party".	McGraw-Hill, "The Fruits and Vegetable Birthday Party", (film)

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Gaeddert, Lou Ann, GUSTAV, THE GOURMET GIANT.

Golman, Ethel, I LIKE FRUIT, Lerner Publishing Co.,Minneapolis, MN, 1969.

_____, GOLDILOCKS AND THE THREE BEARS, Collins World Publishing Co., Inc.

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Lansky, Vickie, FEED ME I'M YOURS, Meadowbrook Press, Wayzata, MN,55391.

McClenahan, Pat and Jaqua, I., COOL COOKING FOR KIDS, Fearon Publishing Co., Inc., Belmont, CA.

Milne, A. A., WINNIE THE POOH MEETS GOPHER, Western Publishing Co., Inc., Walt Disney Educational Media Co., Burbank, CA 91521.

Paull, Grace, PANCAKES FOR BREAKFAST, Doubleday Publishing Co., Inc., Garden City, N. Y., 1947.

Suess, Dr., GREEN EGGS AND HAM, Beginner Books, Inc., New York, N. Y., 1960.

Wannan, Elizabeth, FUN-TO-COOK BOOK, Firefly Paperback, Scholastic Magazines, New York, N. Y.

Audio-Visuals:

Eyegate House, Inc., Jamica, New York, 11435.

BASIC FOOD GROUPS

EATING RIGHT CAN BE FUN

WHY DO WE EAT?

Audio-Visuals: (Cont)

National Dairy Council, 6300 North River Road, Rosemont, Illinois,60018.
Food Models
WE ALL LIKE MILK
FOOD ... EARLY CHOICES

Trend, Inc., School Specialty Supply, Inc., Salina, Kansas, 67401.
FIVE SENSES, Poster Series
KEY NUTRIENTS, Poster Series
HEALTH HINTS, Poster Series

Walt Disney Educational Media Co., 500 South Buena Vista Street, Burbank, CA,91521.
THE BASIC FOUR
WINNIE THE POOH, NUTRITION AND YOU

Other:

Food and Nutrition Information Center (FNIC), National Agricultural Library Bldg., Room 304, Beltsville, Maryland 20705.

National Research Council, National Academy Of Sciences, Food and Nutrition Board, 2101 Constitution Ave., Washington, DC 20418.

U. S. Department of Agriculture, Government Printing Office, Washington, DC, 20402.

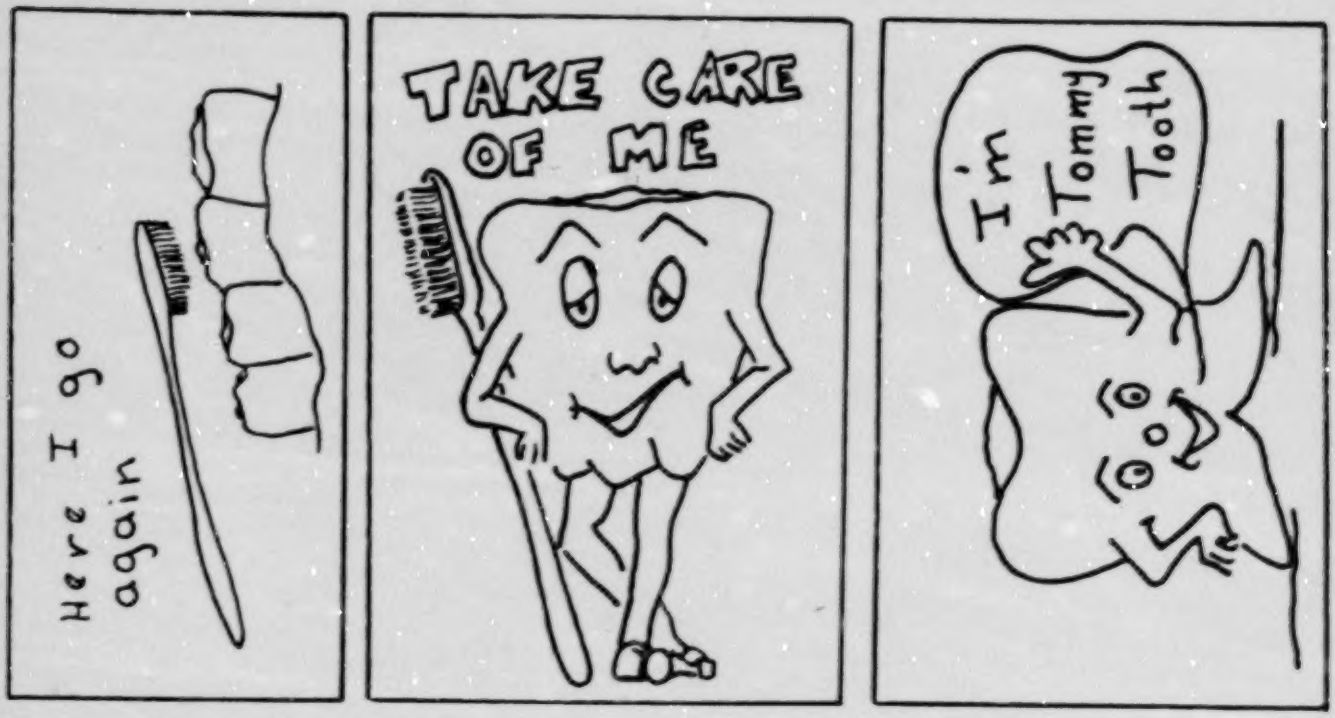
SUPPLEMENTARY MATERIALS

Level K

Reading

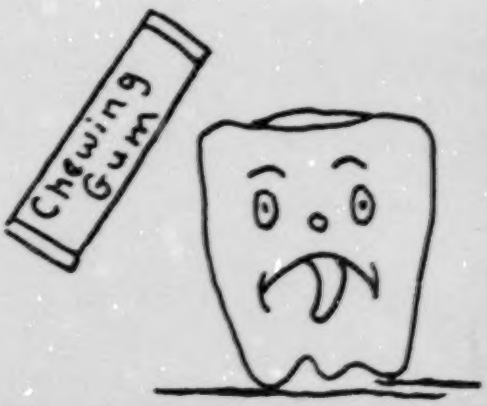
Provide art supplies to enable the students to draw one food that builds strong teeth. Use the pictures to make a class collage around one of these bulletins.

Using the tune, "Here We Go Round the Mulberry Bush" instruct the students to create original songs to encourage good dental health.



Creative Story ideas:
"The Conversation Between My Teeth"
"What the Toothbrush Said to the Teeth"
"How the Teeth Felt After Chewing Gum"

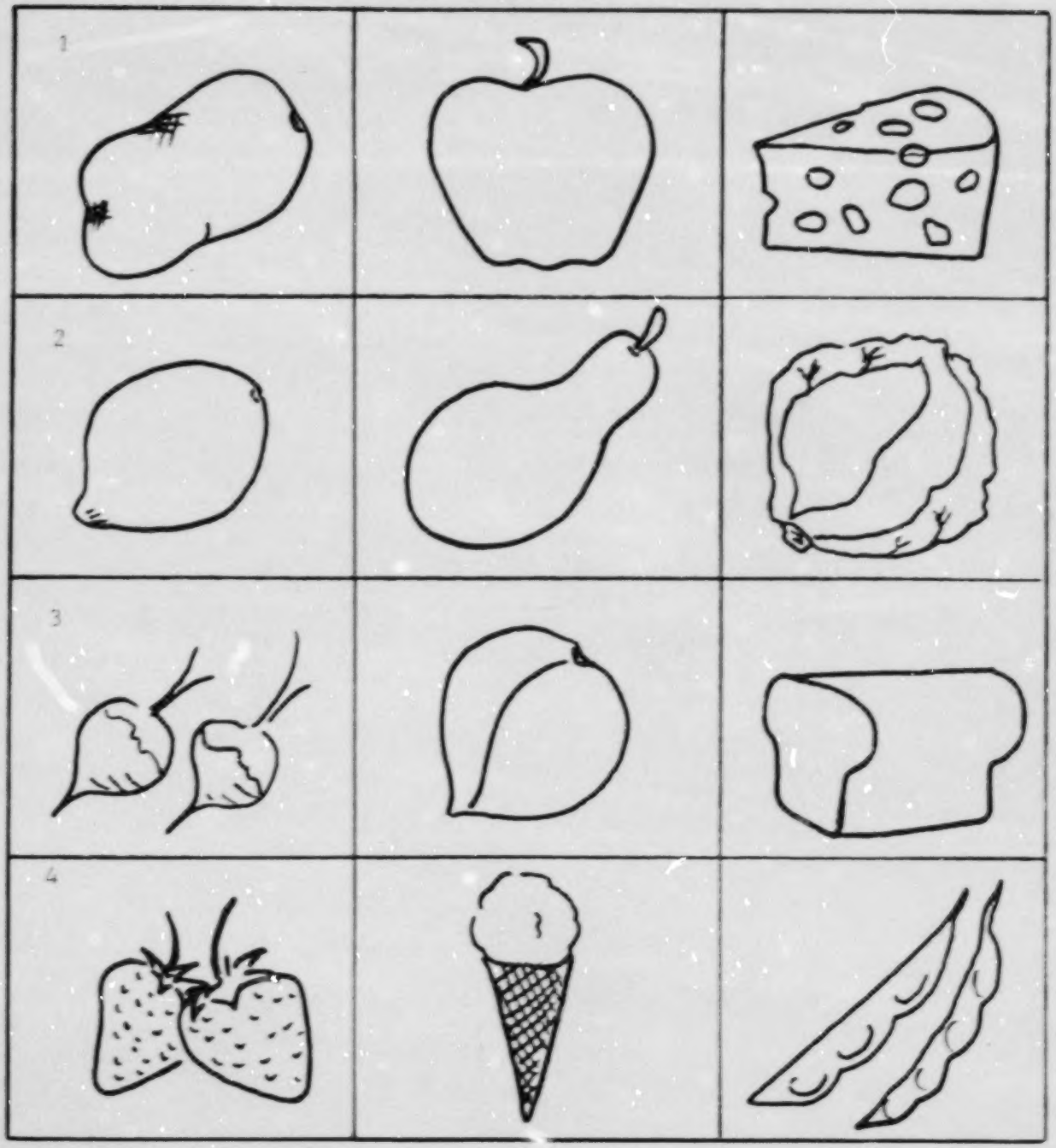
Write a commercial about dental health.



S-RR-3

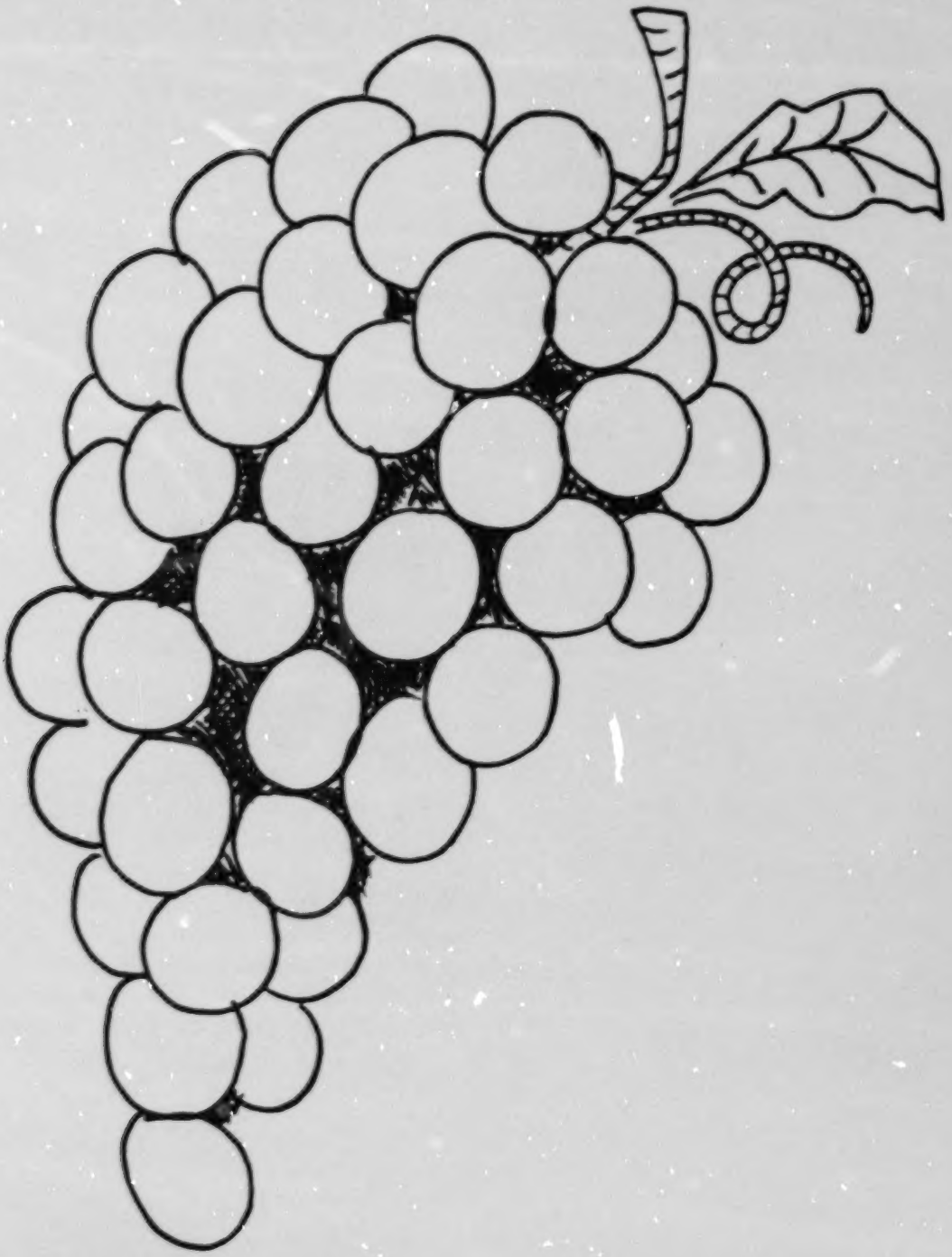
Level K

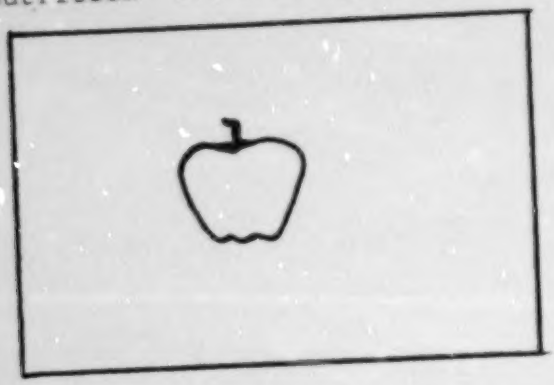
Basic Food Groups

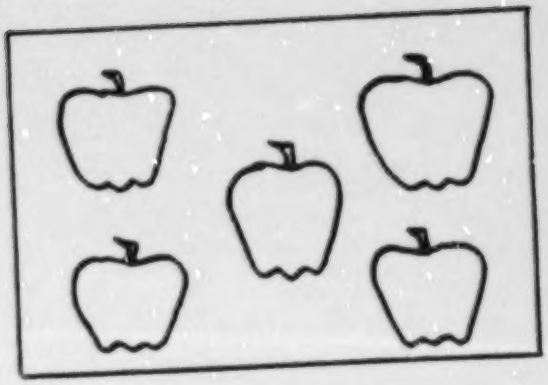


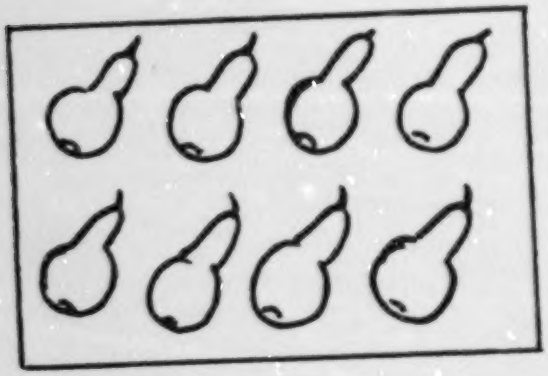
1. Color the fruit red.
2. Color the vegetable green.
3. Color the food from the bread group brown.
4. Color the food from the milk group blue.

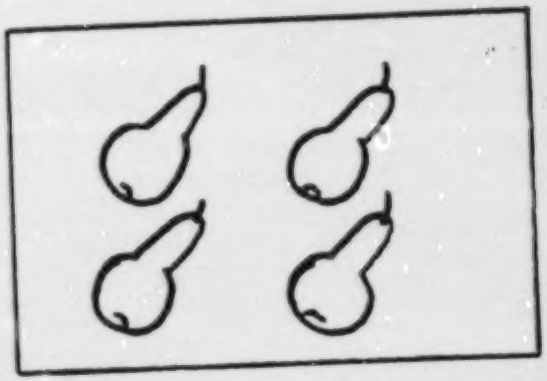
S-RR-2

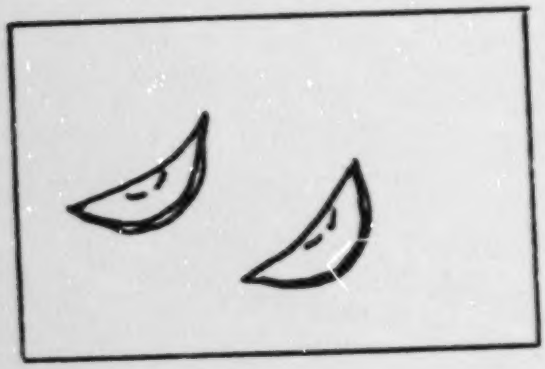


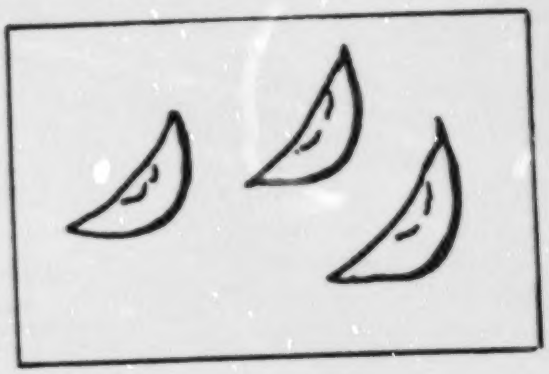


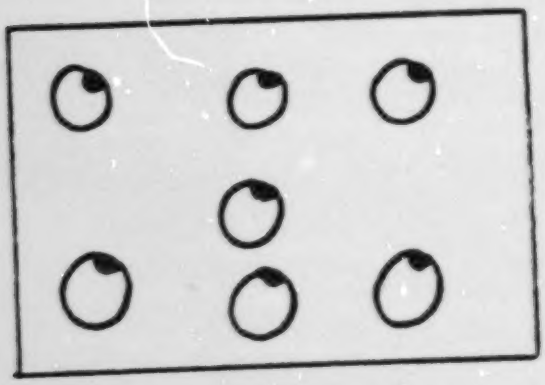


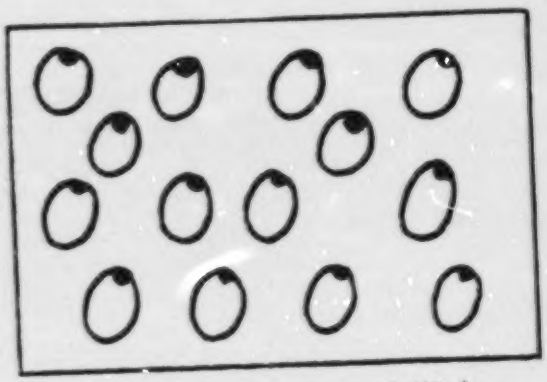








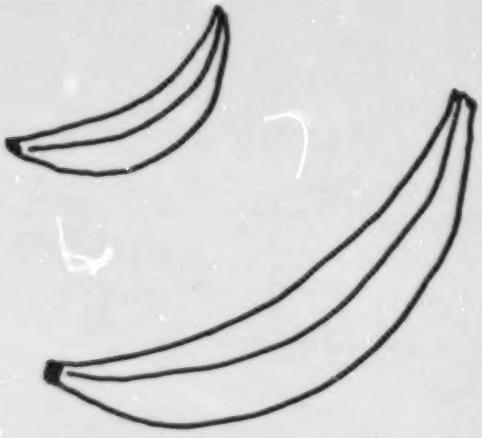


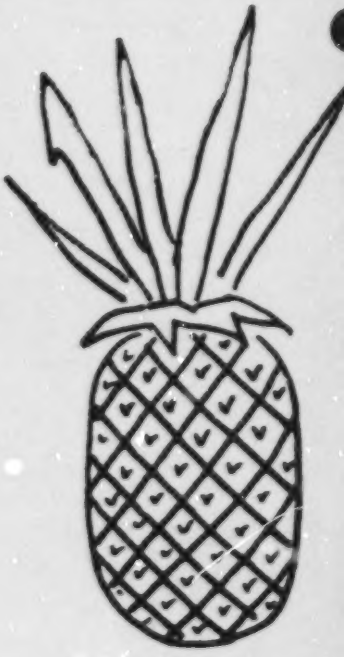


S-MA-1

Mark the set with fewer members.

Nutrition Grade K Math (Larger/smaller)



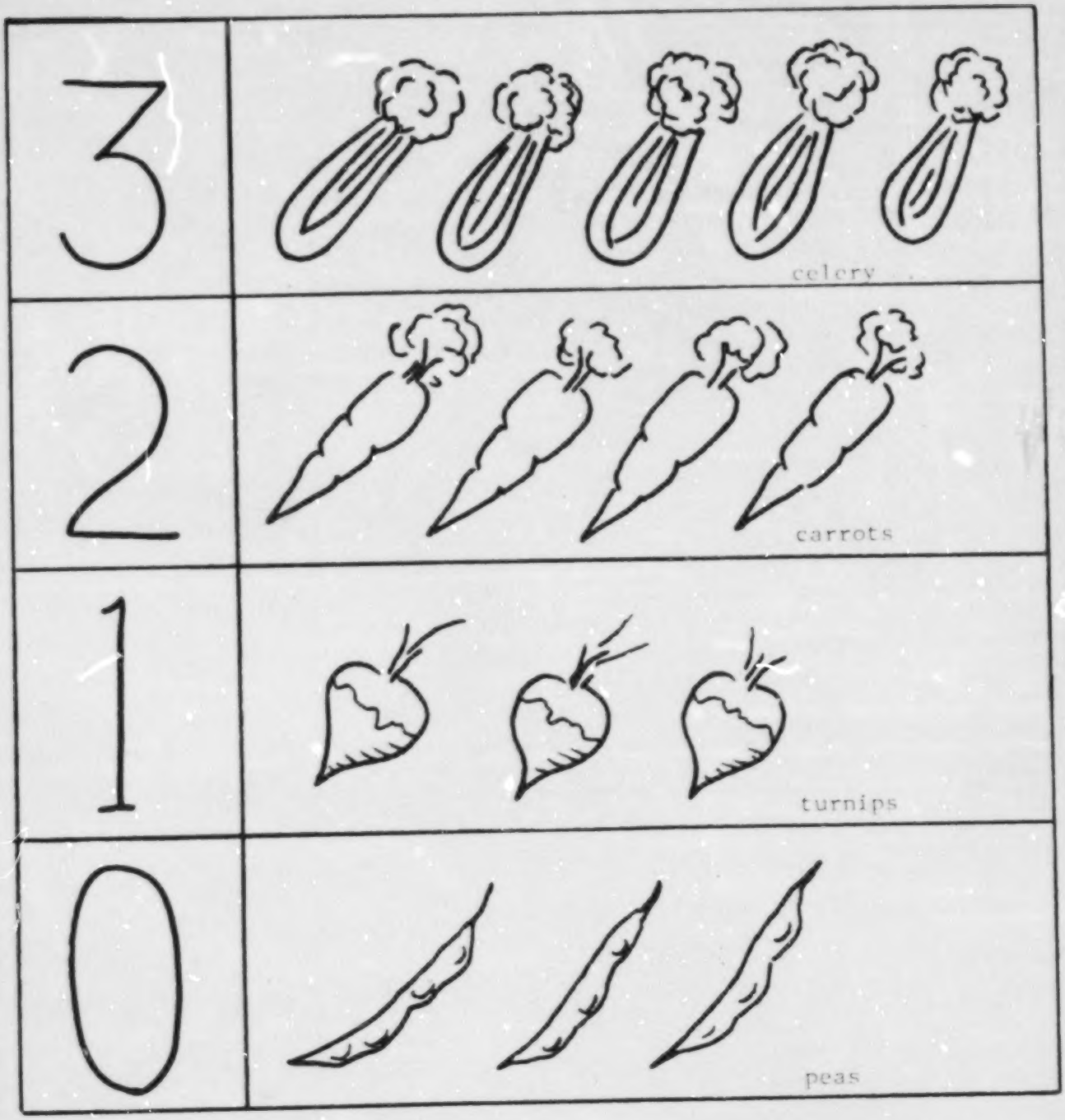


Mark the smaller.

Level K

Nutrition

Math / Evaluate Cardinal No.

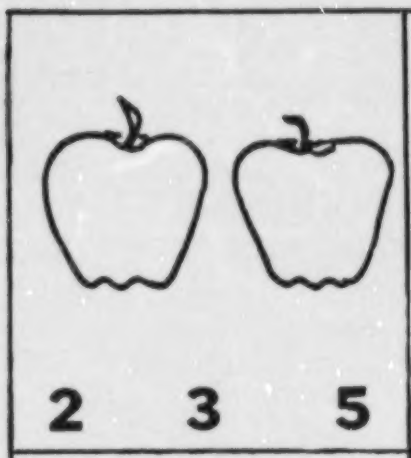


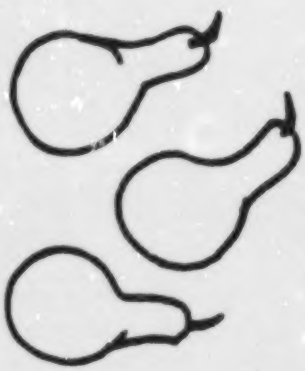
Color the correct number of pictures.

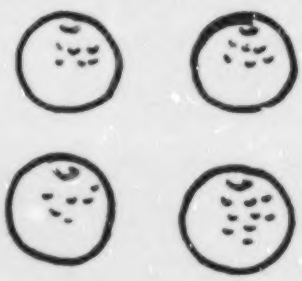
S-MA-3

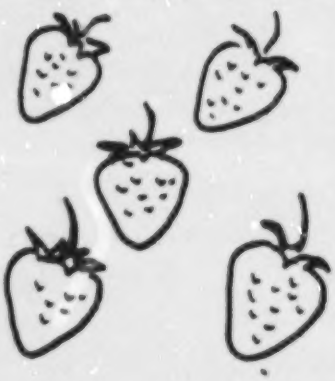
How many?

Mark the right number.









Level K

Nutrition / Recognizing Vegetables Math / Counting

We should have 4 servings of fruit and vegetables daily.
Draw a circle around 4 you would like to have.

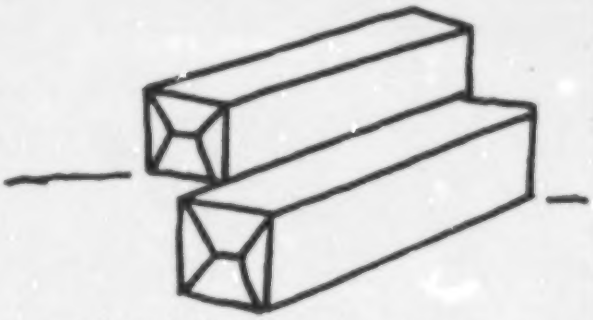
S-MA-5

Level K

Nutrition / Dairy Products Math / Counting

Circle the correct number.

2 3 4 5 6

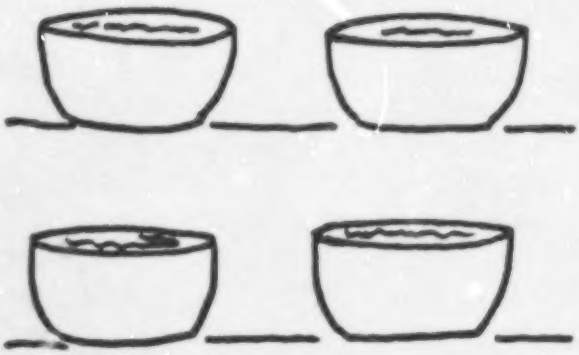


1 2 3 4 5

1 3 4 5 6

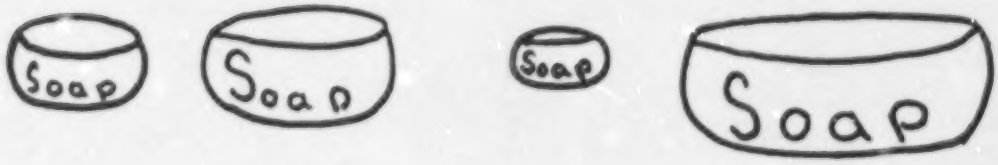
1 2 4 5 6

0 1 2 3



1 2 3 4 5

S-MA-6



ordinals, row, largest, smallest

S-MA-7

Look at the apples in each row. Mark the apple with the same number as the one in the box on the left.

1	2	1	4	3
2	6	5	3	2
3	1	4	2	3
4	4	2	6	5
5	1	3	5	2
6	2	6	4	1

S-MA-8

Nutrition / Readiness Kindergarten

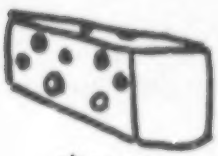
Draw a line from the tooth to all the foods which help make strong teeth.

butter

bread

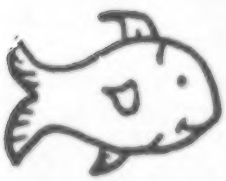
ice cream

ice cream

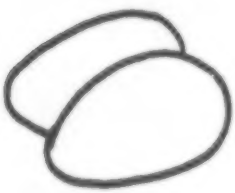


cheese

cottage cheese



fish

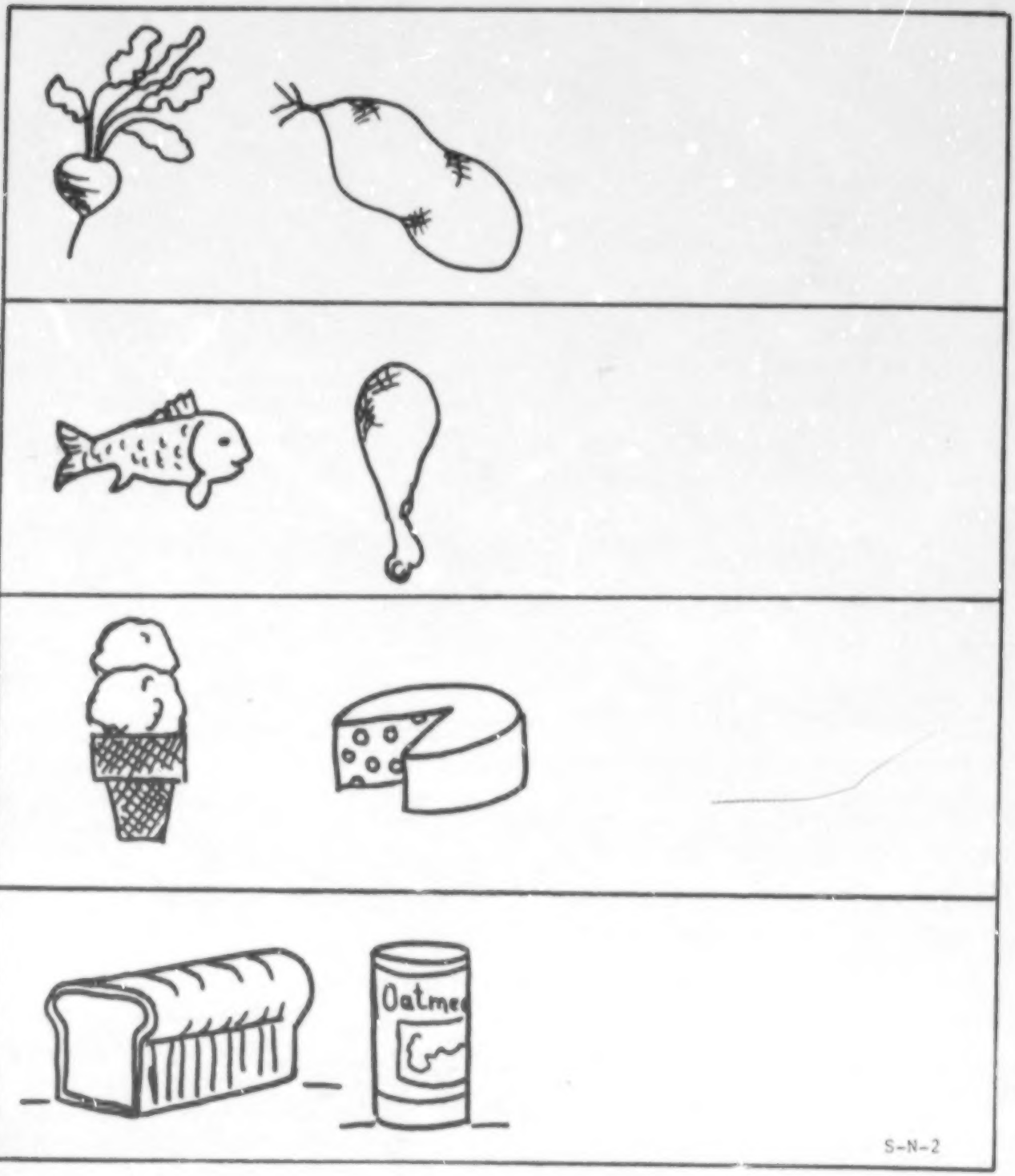


eggs

pudding

Readiness / Nutrition Gr. K Food Groups

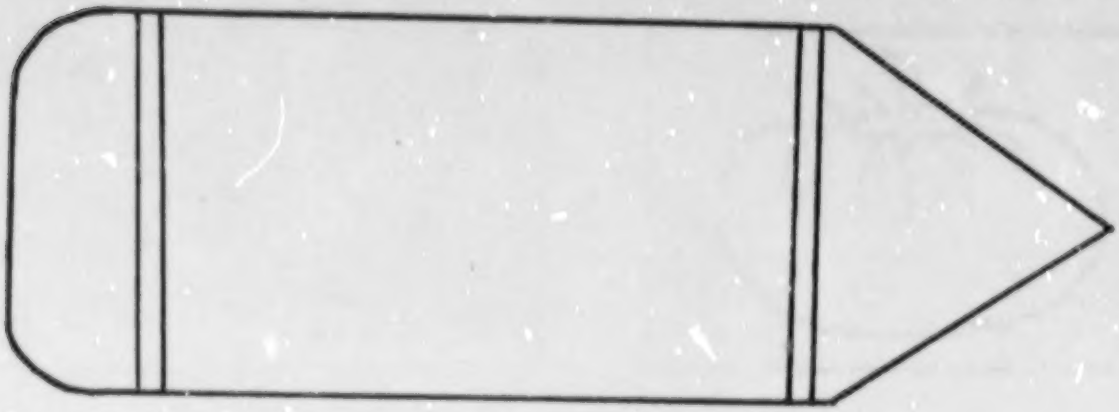
In each box draw a picture of something that belongs with the other things in that box.

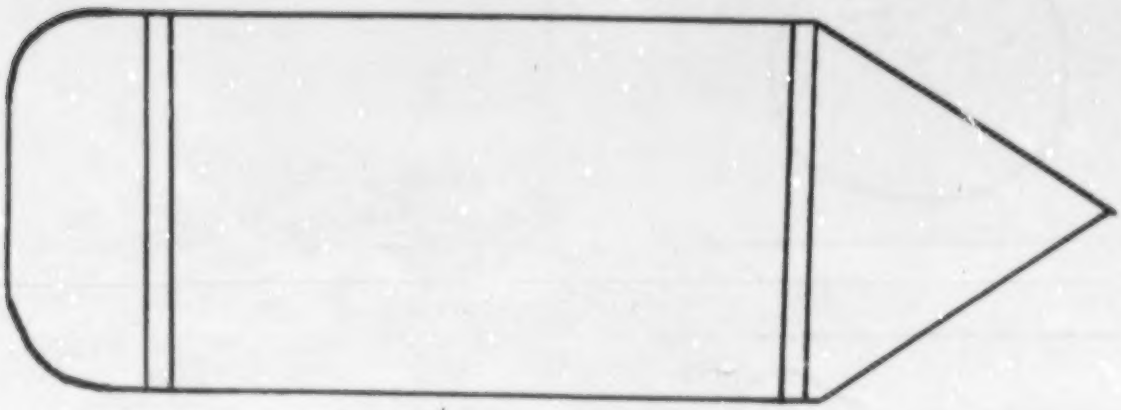


S-N-2

Nutrition / Readiness Color Match Grade K

Color and cut out each crayon. On a seperate sheet paste crayon and a magazine picture of a food which is the same color.



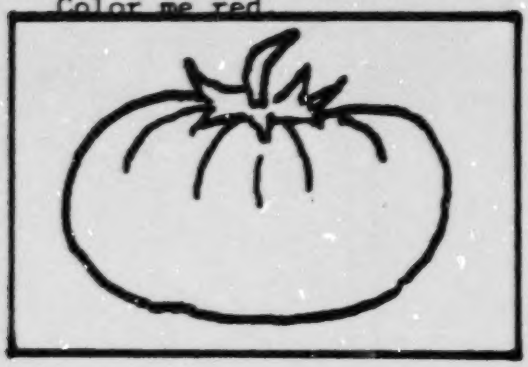


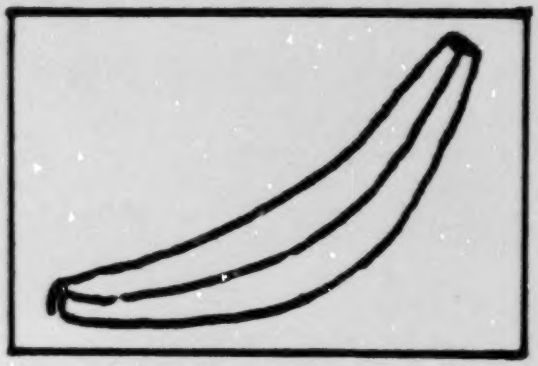
S-N-3

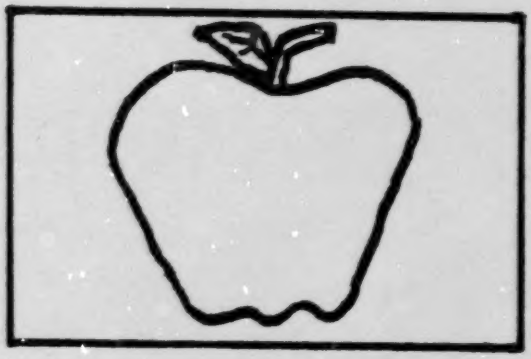
Nutrition / Readiness Listening Skills Kindergarten

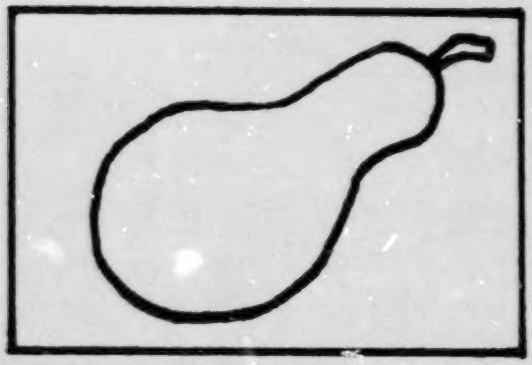
Color each answer to the riddles.

1. Something long and yellow, he's really a skinny kind of fellow. Color me yellow.
2. I'm sometime green, sometime yellow, I'm a funny-shaped little fellow. Color me green.
3. I'm soft and round and very red. I wear a green hat on my head. Color me red.

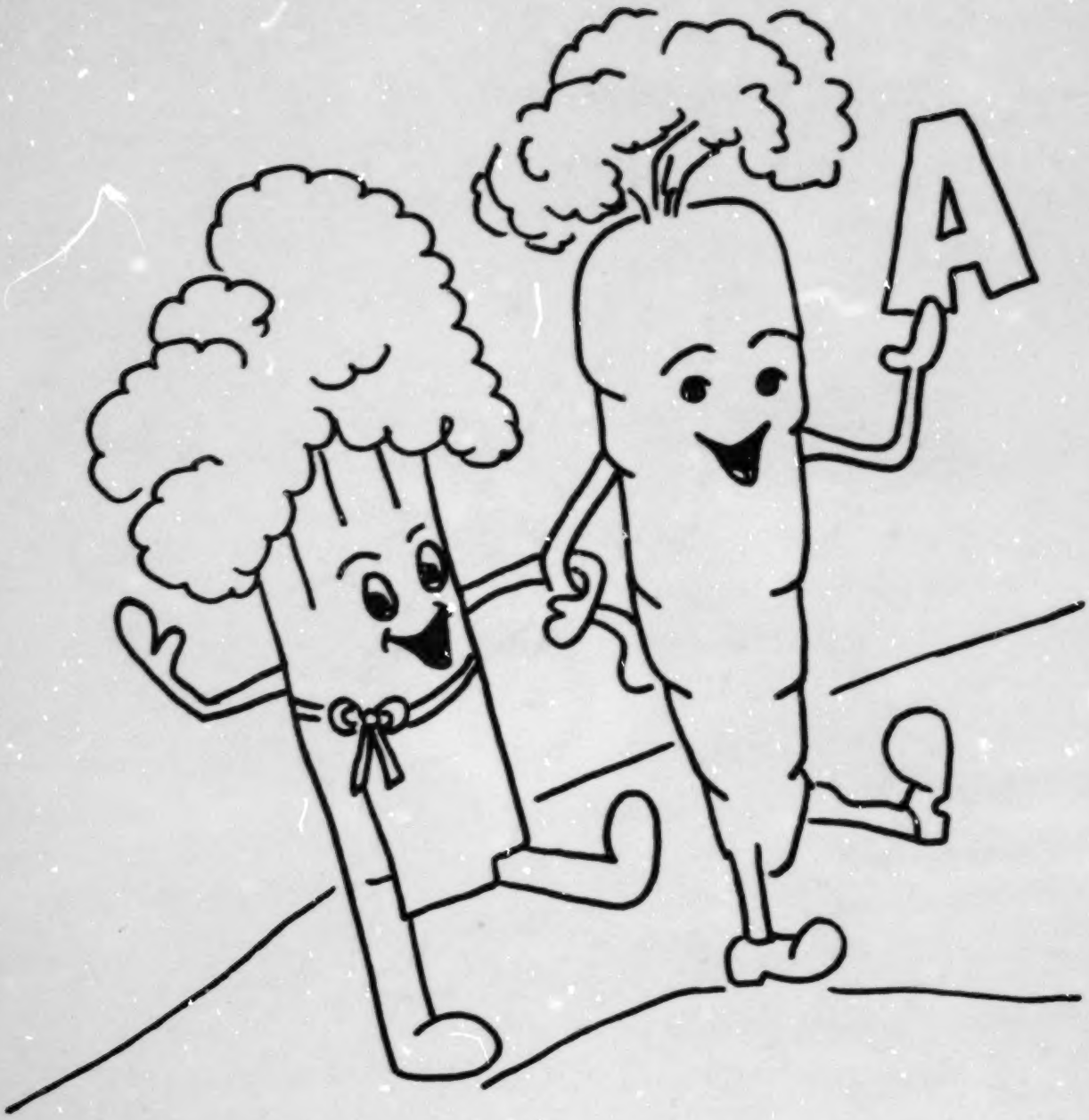




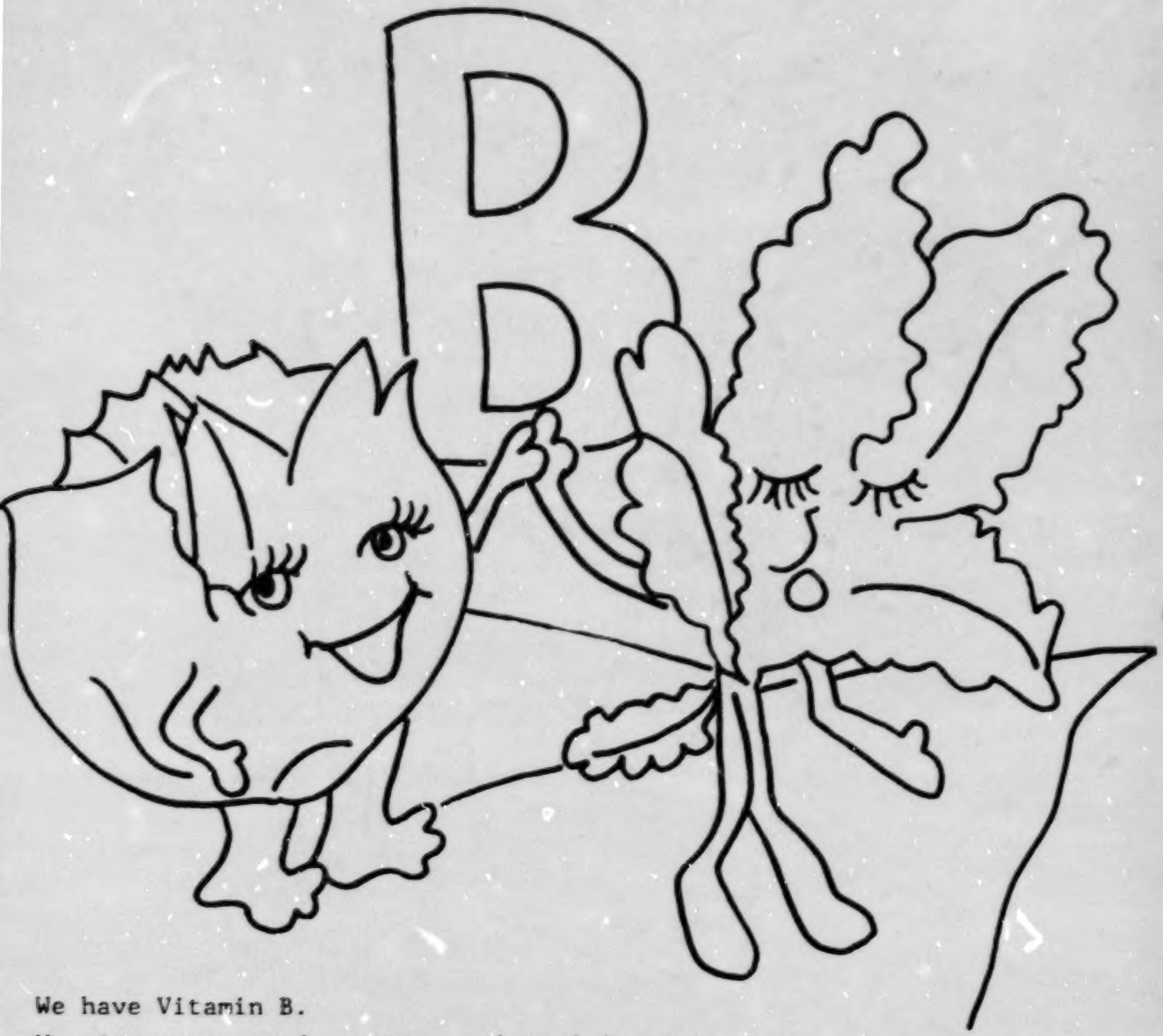




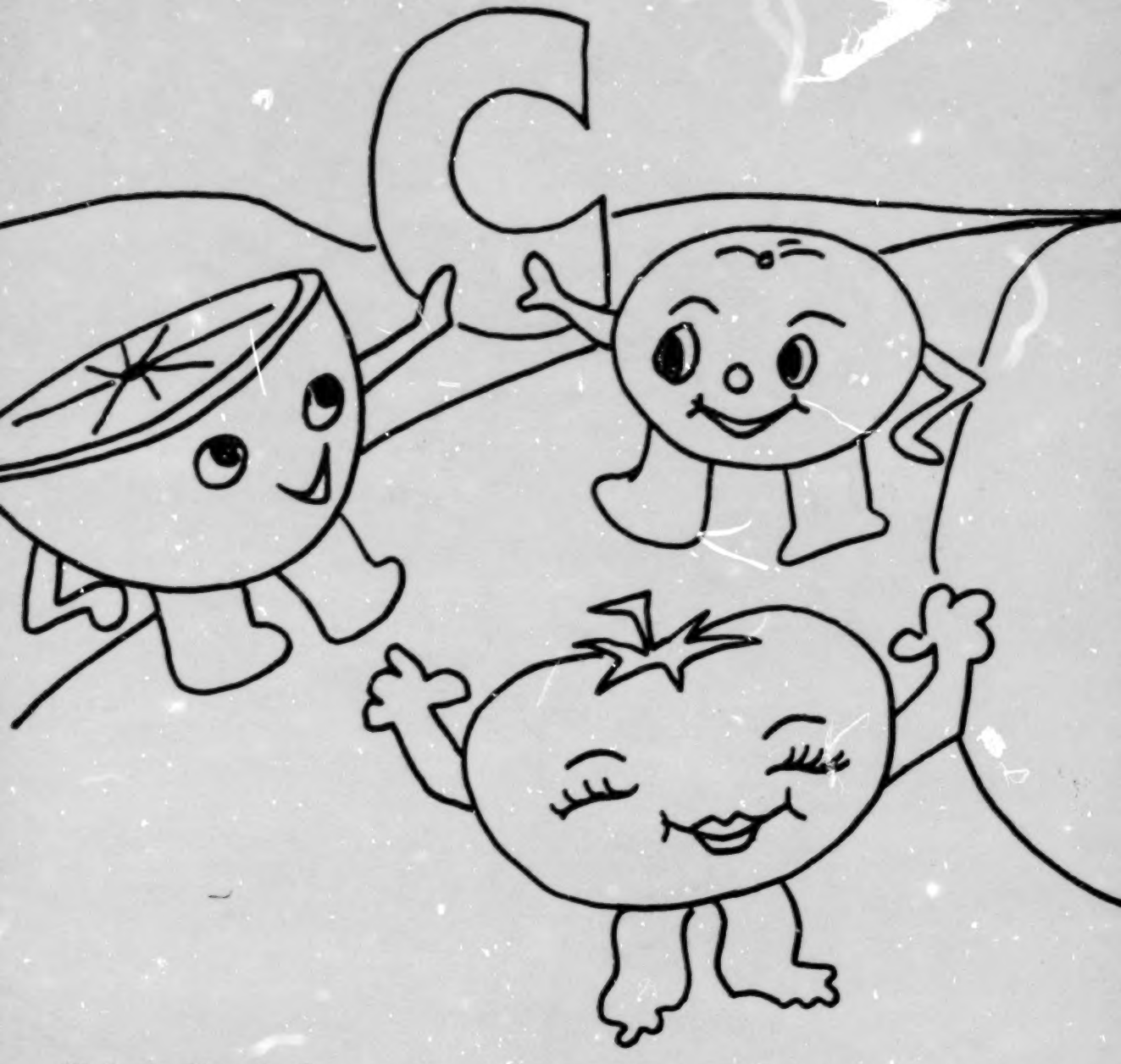
4. I'm soft and orange and juicy too. My insides and juice are good for you. Color me orange.
5. I'm red and juicy and very sweet, a pie from me is a red treat Color me red.
6. I'm orange and skinny and they do say, that I am full of Vitamin A. Color me orange.



We have lots of Vitamin A.
We help you to see in the dark.
We help you to grow.
We protect you from infection.



We have Vitamin B.
We give you a good appetite and good digestion.



We have Vitamin C.
We help hold your body cells together, heal your cuts, and help keep the walls of your blood vessels strong.

Level K

MY NAME IS BILLY BROCCOLI.

Color me.

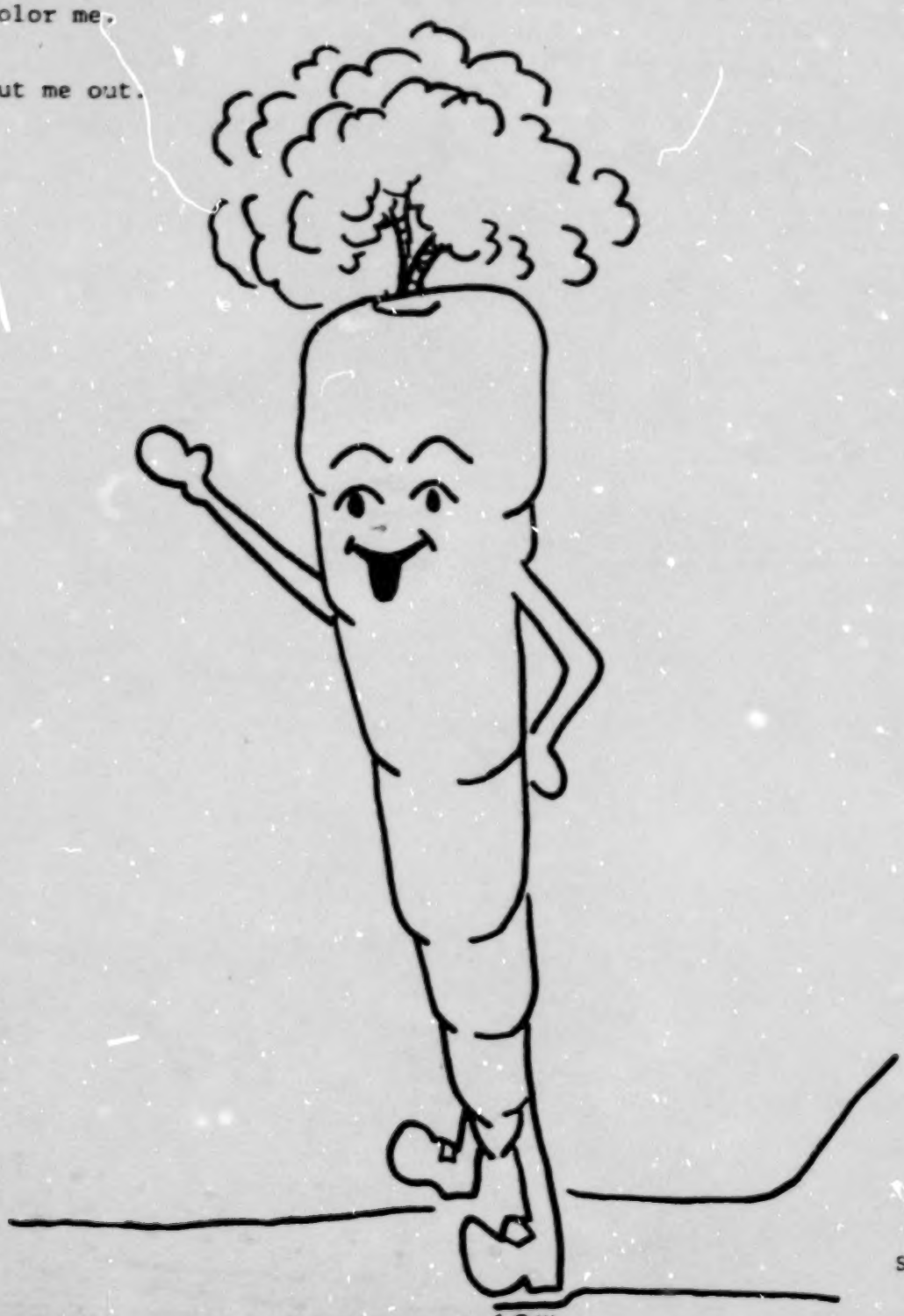
Cut me out.

Level K

MY NAME IS CHARLIE CARROT.

Color me.

Cut me out.

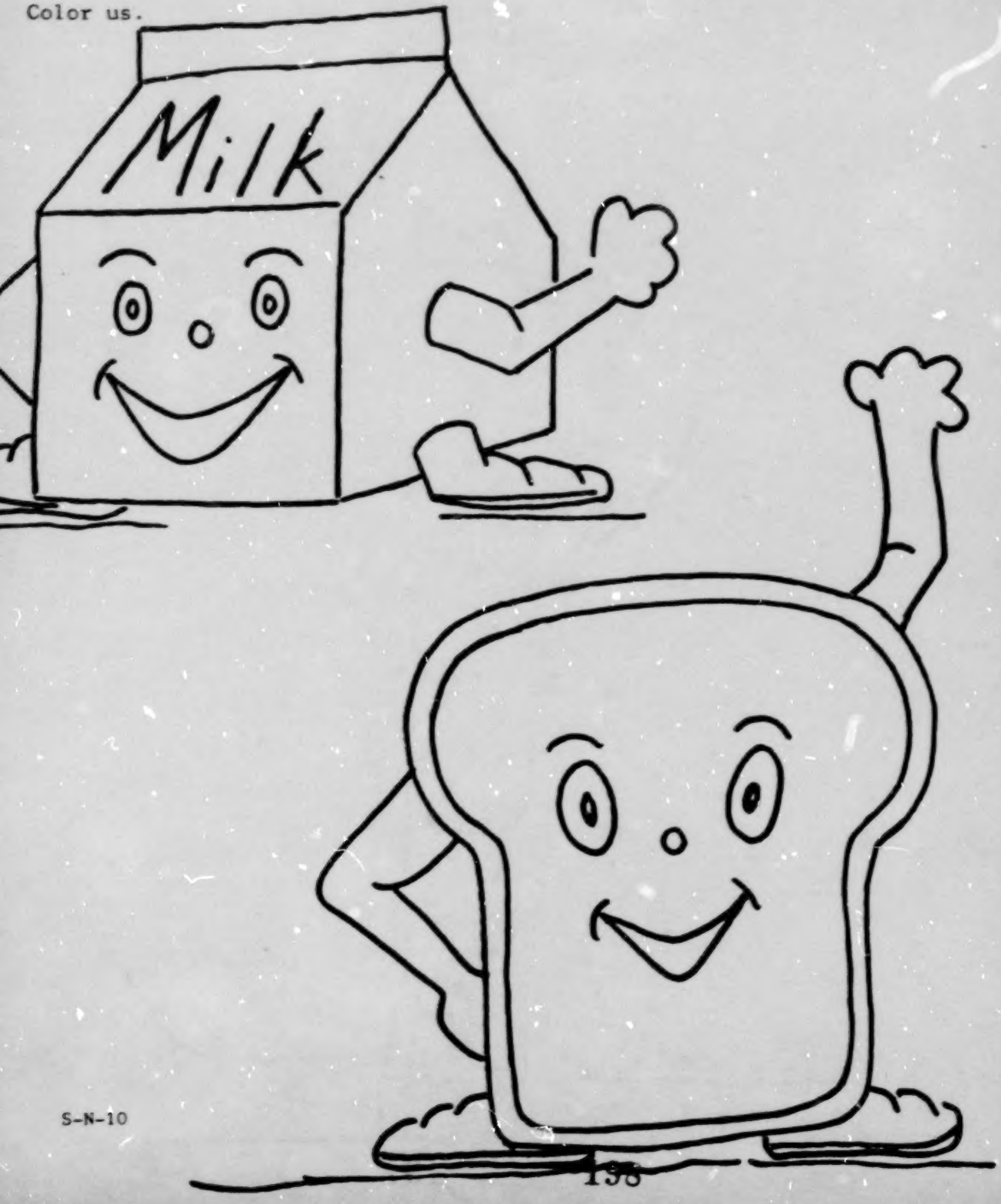


S-N-9

Level K and 1

Meet Minnie Milk and Buddy Bread.

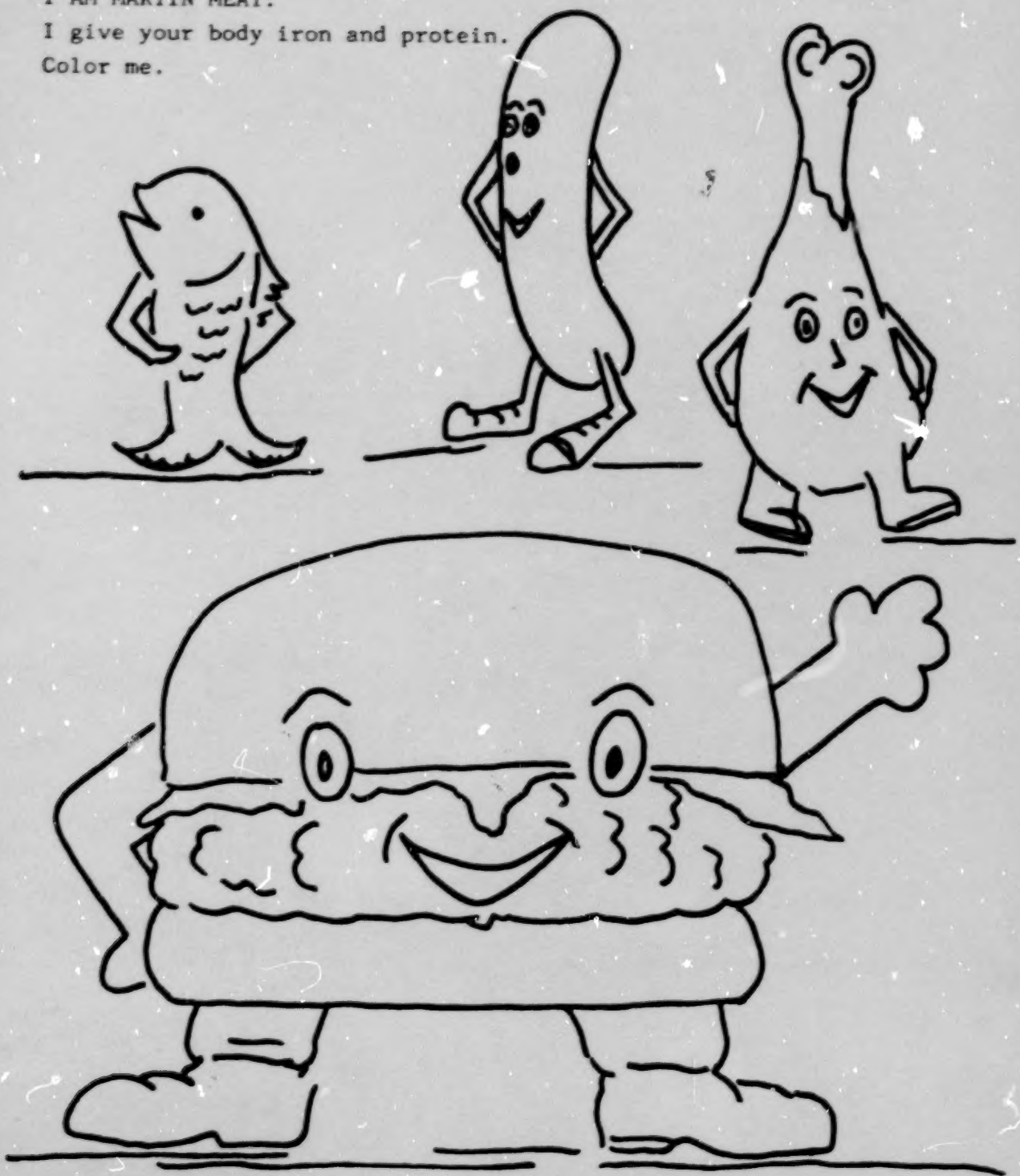
Color us.



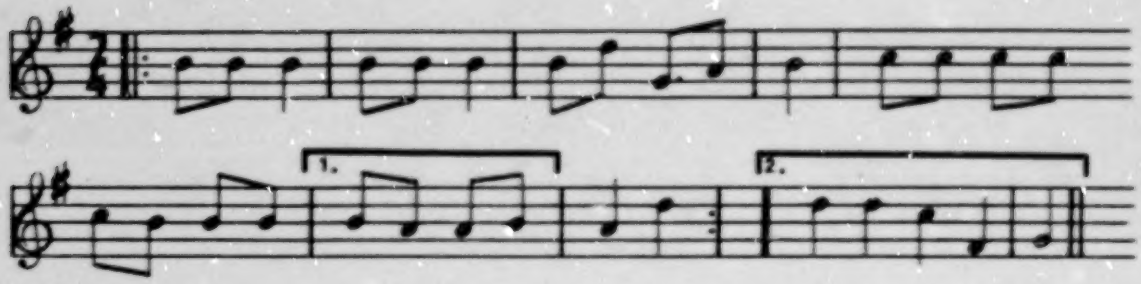
S-N-10

Level K and 1

I AM MARTIN MEAT.
I give your body iron and protein.
Color me.



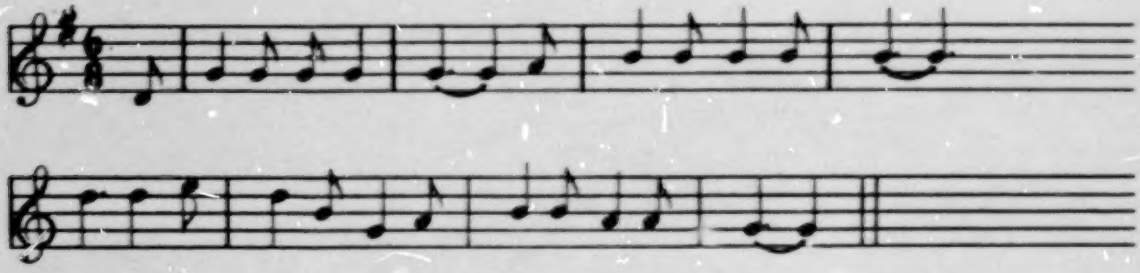
We Drink Milk



We drink milk, we drink milk,
Drink it ev'ry day.
Coffee isn't good for you so take it all away.

We drink milk, we drink milk,
Drink it ev'ry day.
At _____ let's keep the rule: (Name of your School)
Start this very day.

We Are The Fruit You Eat

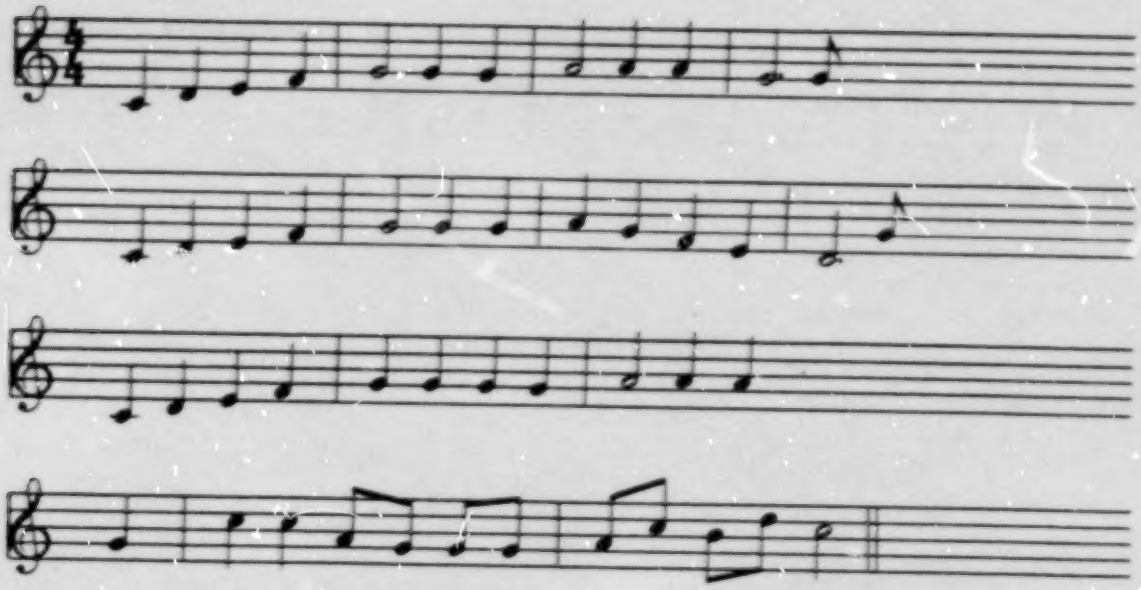


We are the fruit you eat.
We are the fruit you eat.
Hi ho the derry oh,
We are the fruit you eat.

You buy us at the store,
So always ask for more.
Hi ho the derry oh,
We are the fruit you eat.

Once I Saw A Bunny

Music-Cathy Adams



Once I saw a bunny
And a green cabbage head

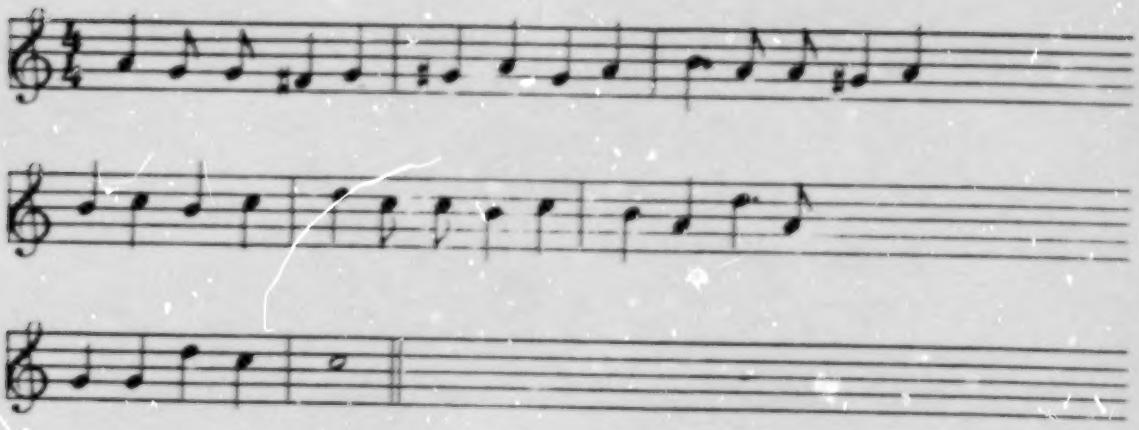
"I think I'll have some cabbage,"
The little bunny said.

So he nibbled and he nibbled,
Then he pricked his ears to say,

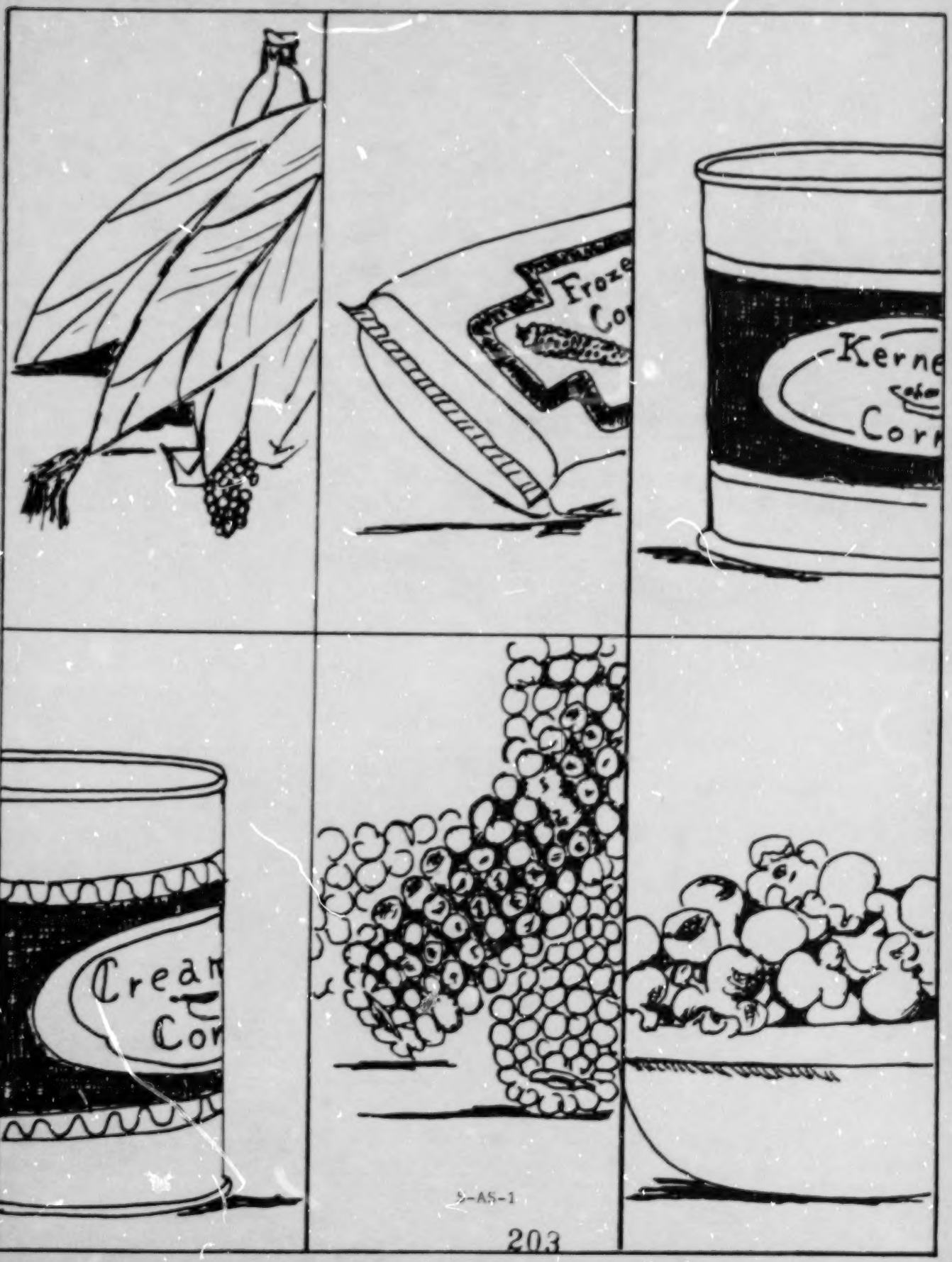
Eating good green foods
Makes me happy every day.

Grow Little Children

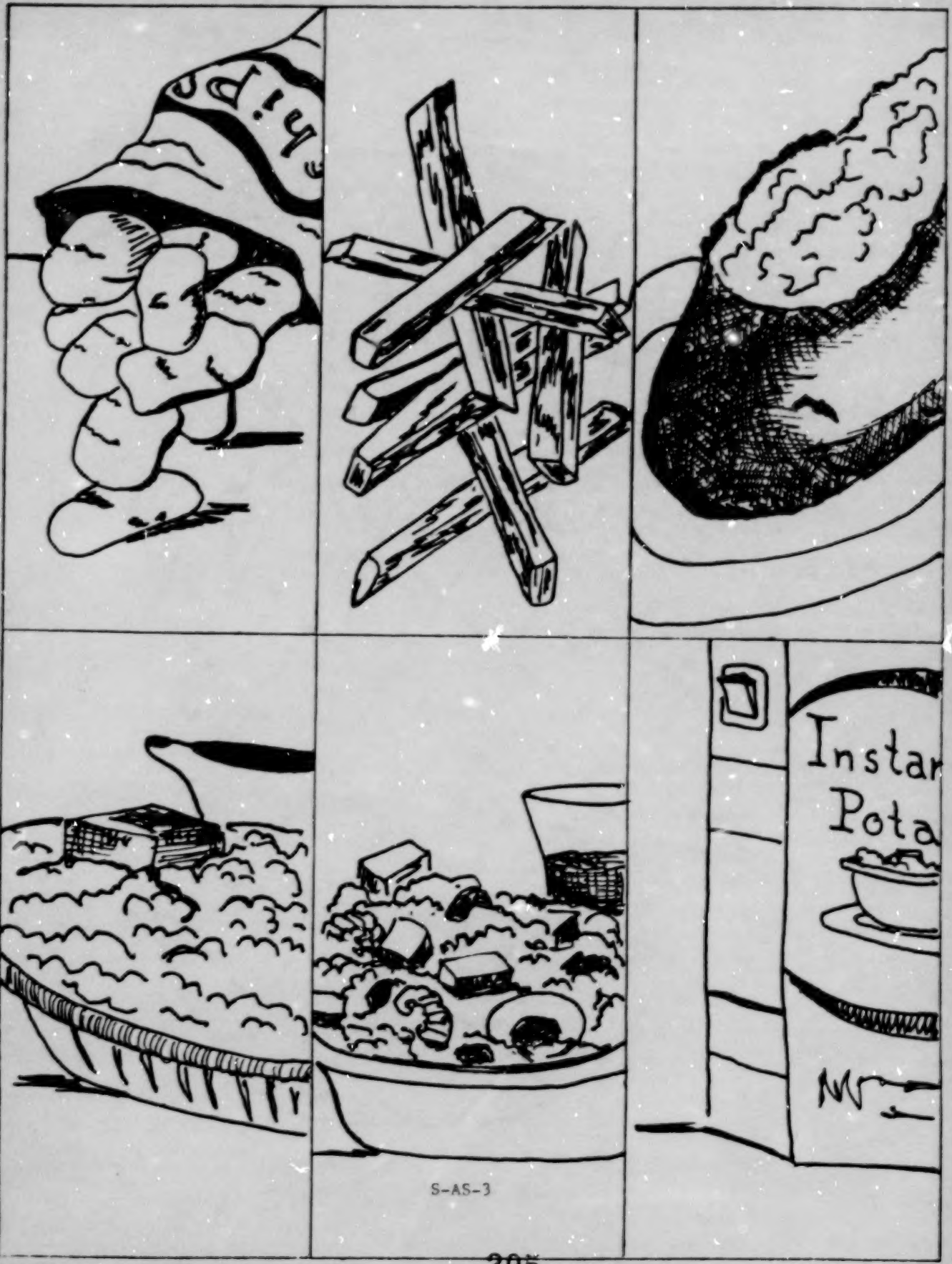
Tune: Glow Little Glow Worm



Grow little children, stronger, stronger,
Sleep, little children, longer, longer,
Eat fresh vegetables every day,
That will keep bad health away,
Have fresh air and plenty of water;
Exercise like children ought to
Do these things and you will see
How healthy you will be.


Froze
Cor
Kerne
Corn
Cream
Cor

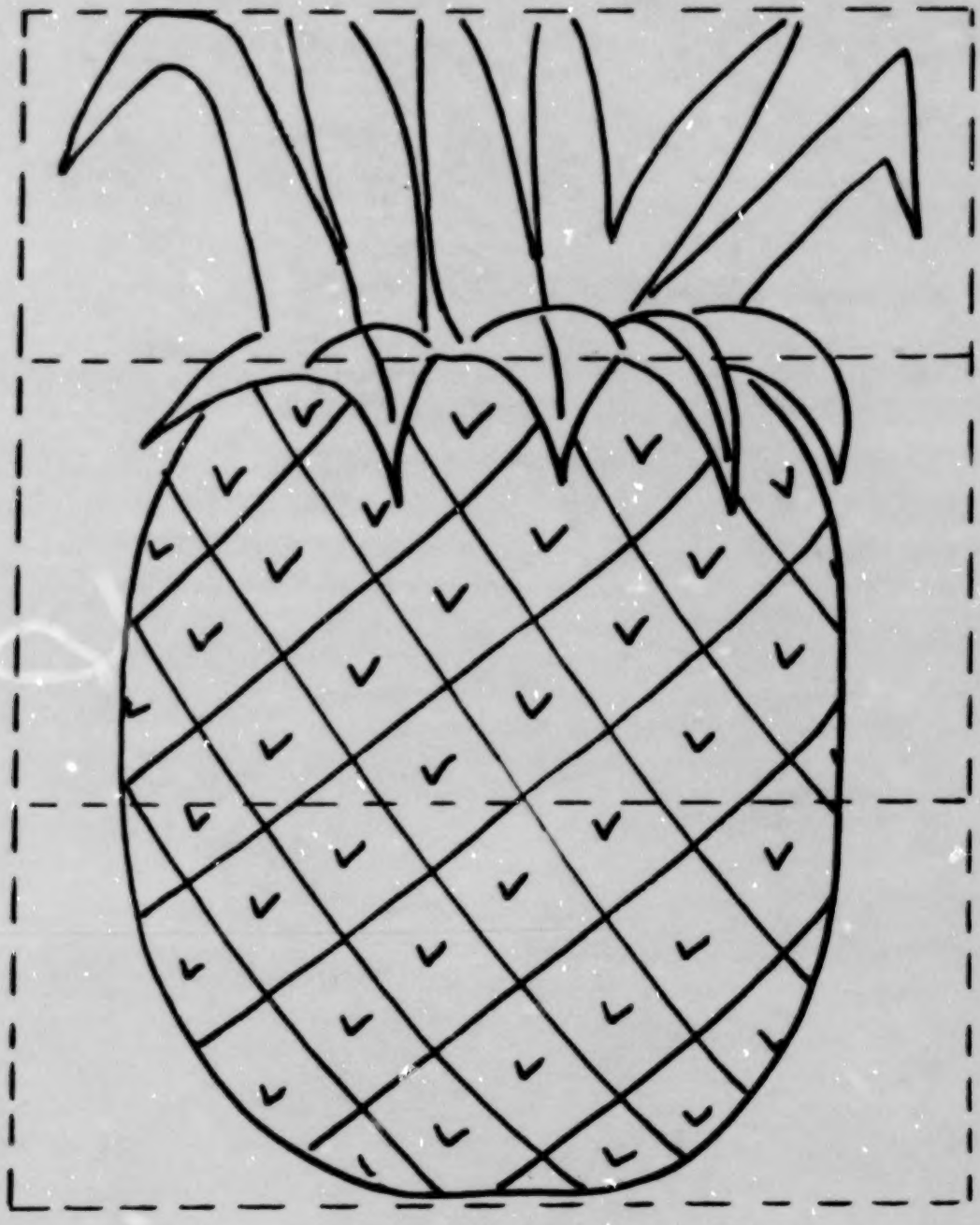
S-AS-2



S-AS-3

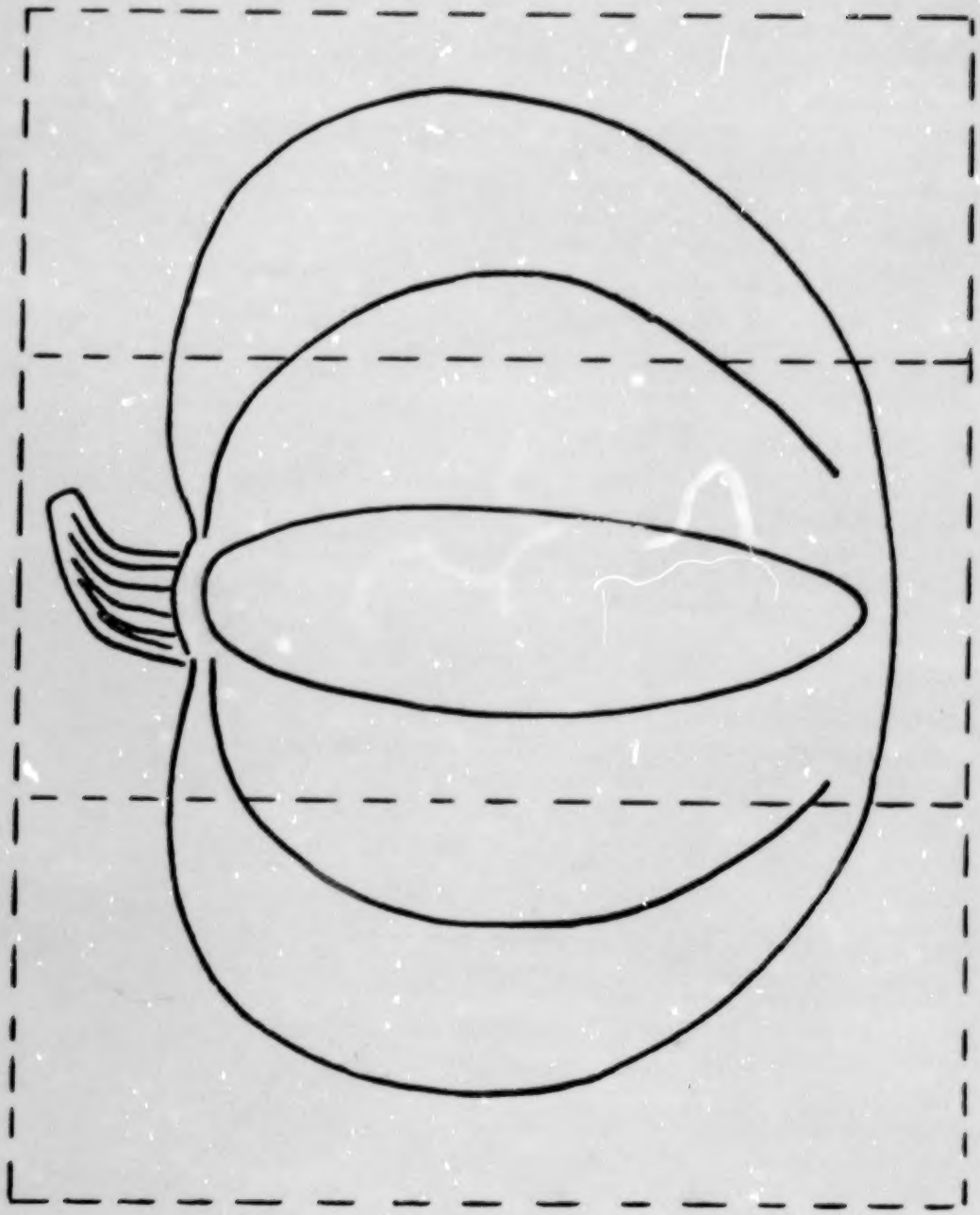
Level K and 1

Color. Cut on dotted line. Make a puzzle.



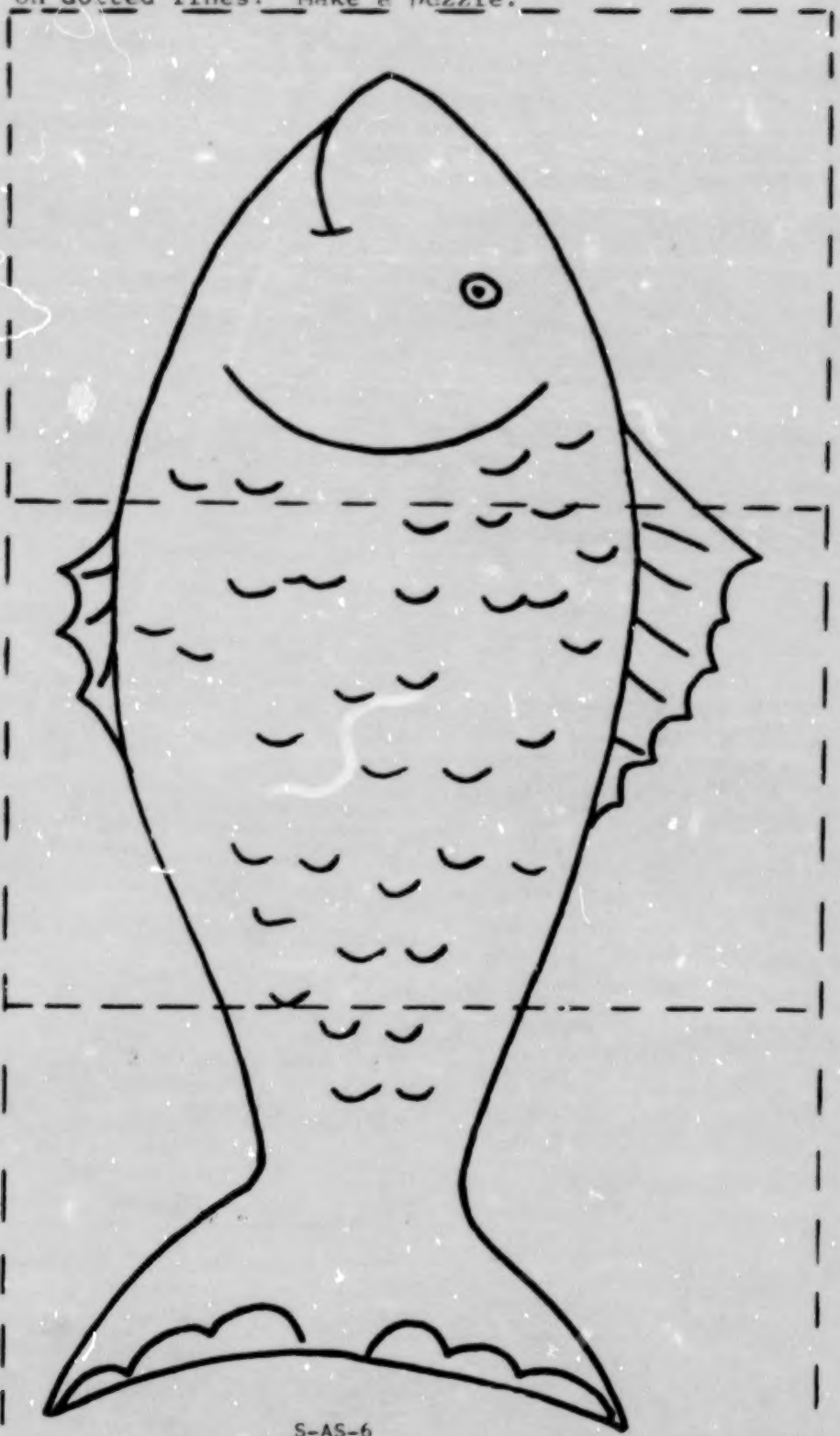
Level K and 1

Color
Cut on dotted lines.
Make a puzzle.



Level K and 1

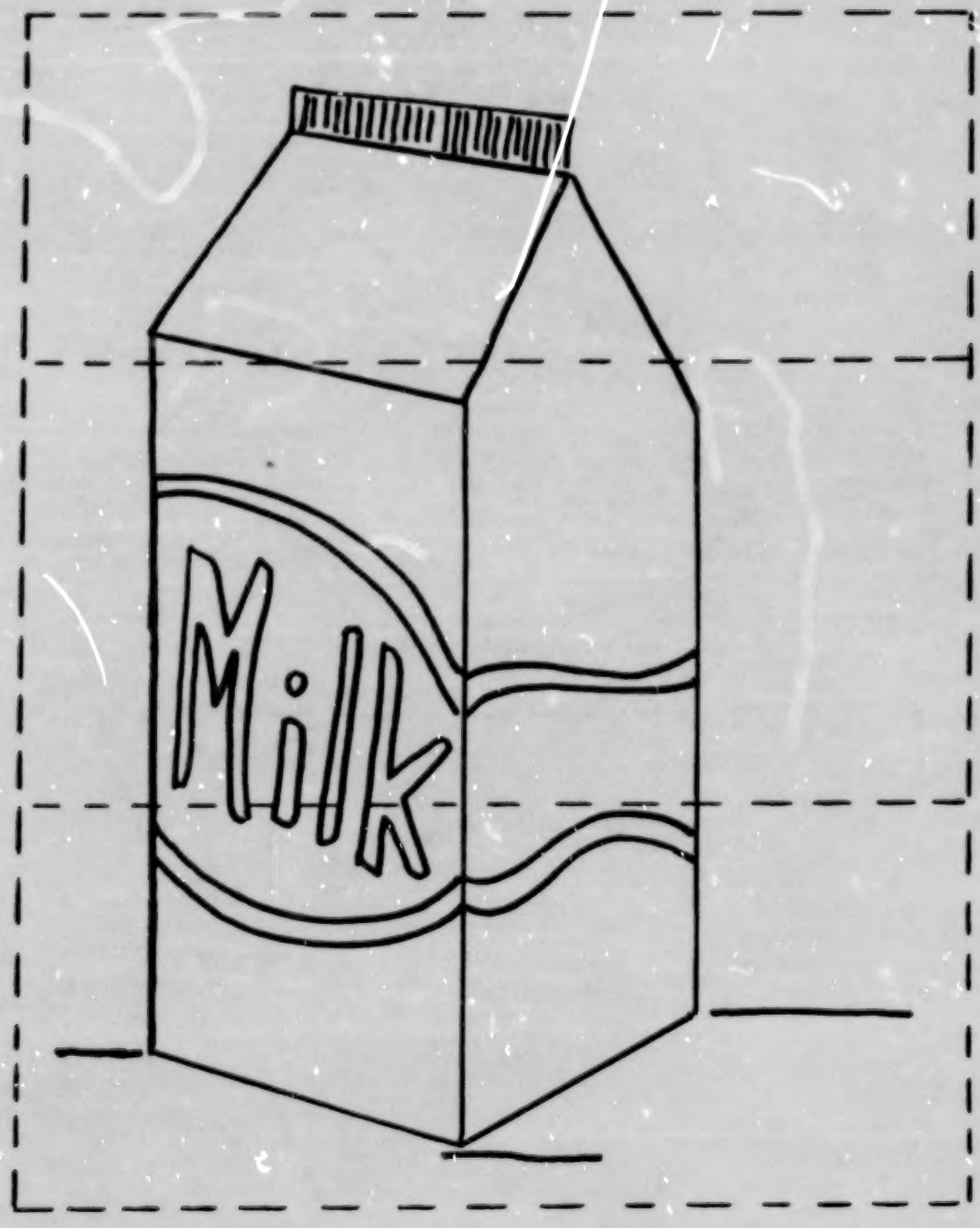
Color. Cut on dotted lines. Make a puzzle.



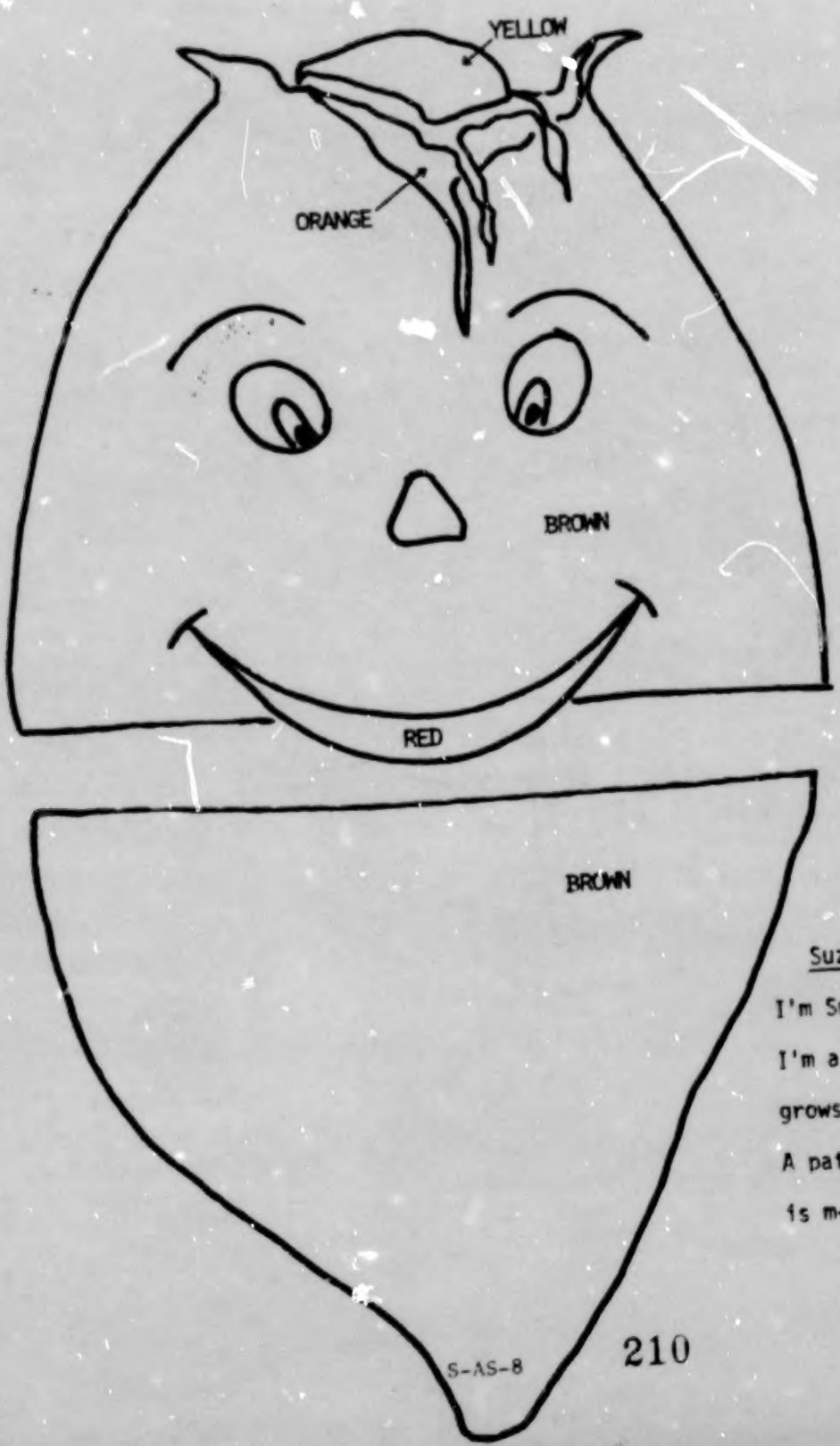
S-AS-6

Level K and 1

Color
Cut on dotted lines.

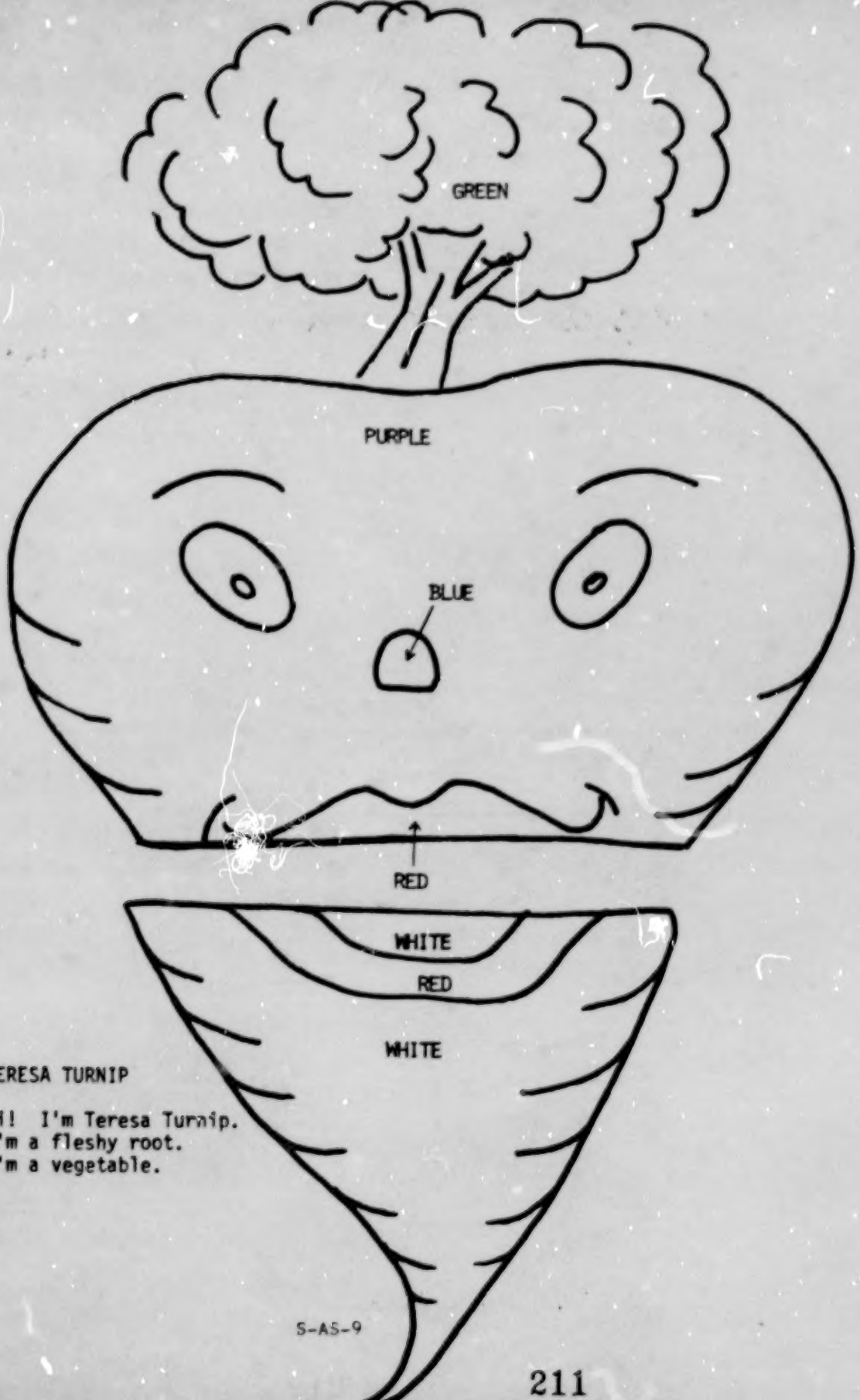


SUZY SWEET POTATO



Suzy Sweet Potato

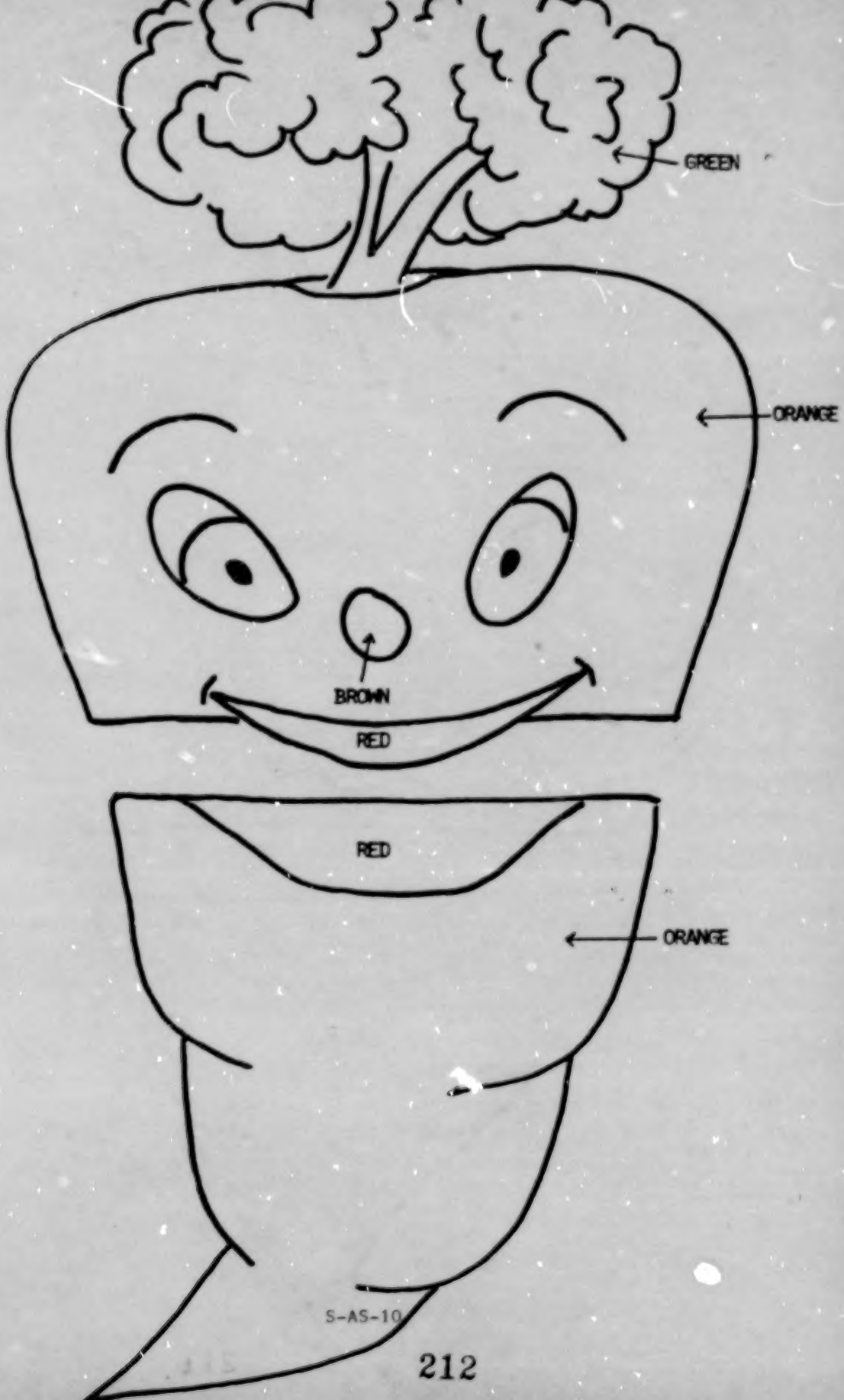
I'm Suzy Sweet potato.
I'm a vegetable that
grows in the ground.
A pat of butter on me
is m-m-m-m-m-m- good.



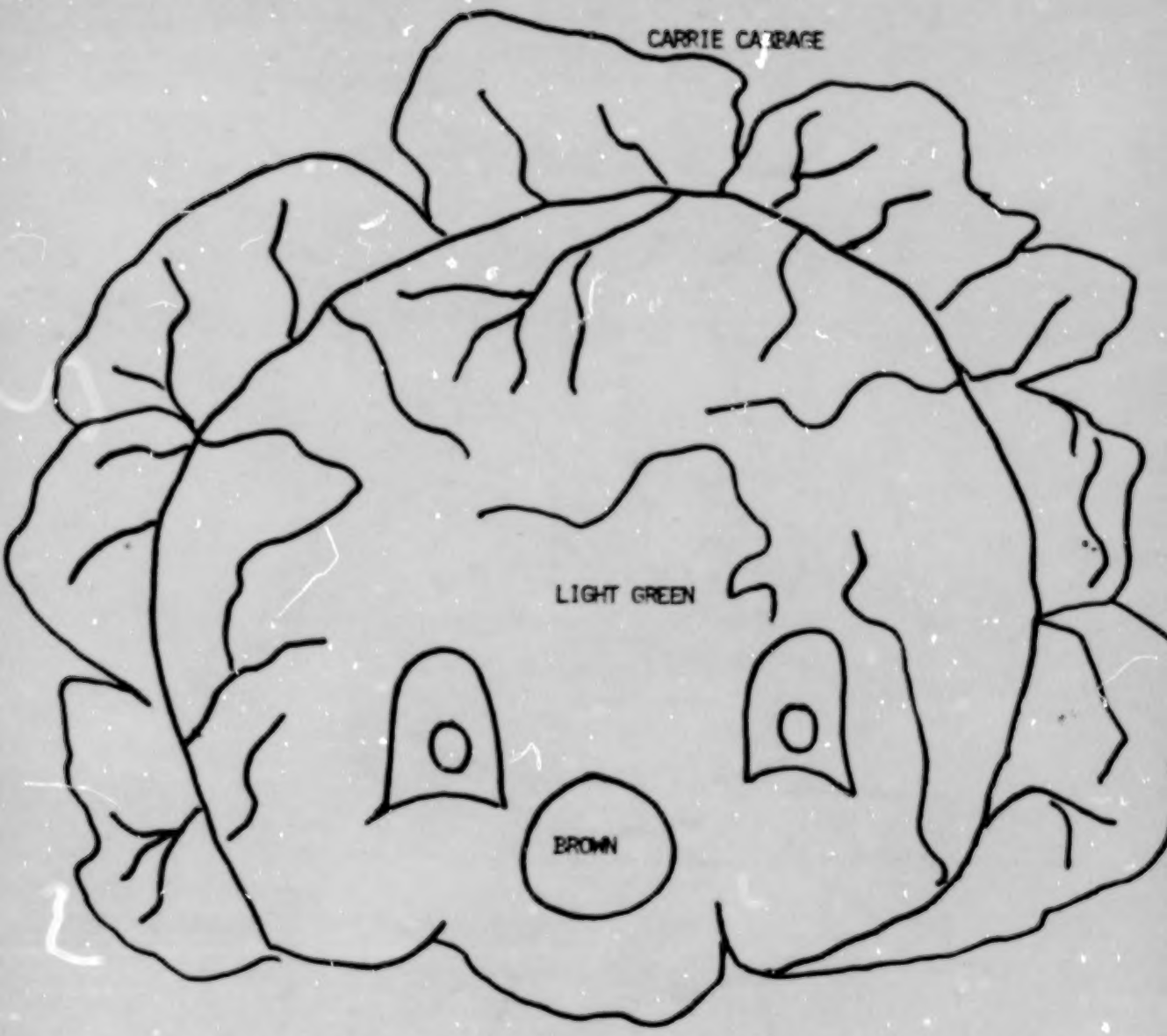
TERESA TURNIP

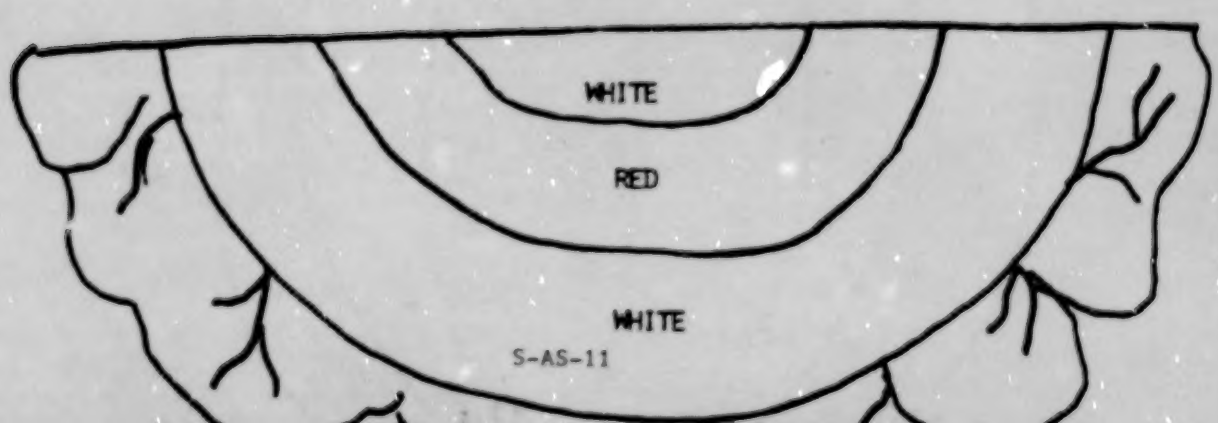
Hi! I'm Teresa Turnip.
I'm a fleshy root.
I'm a vegetable.

S-AS-9

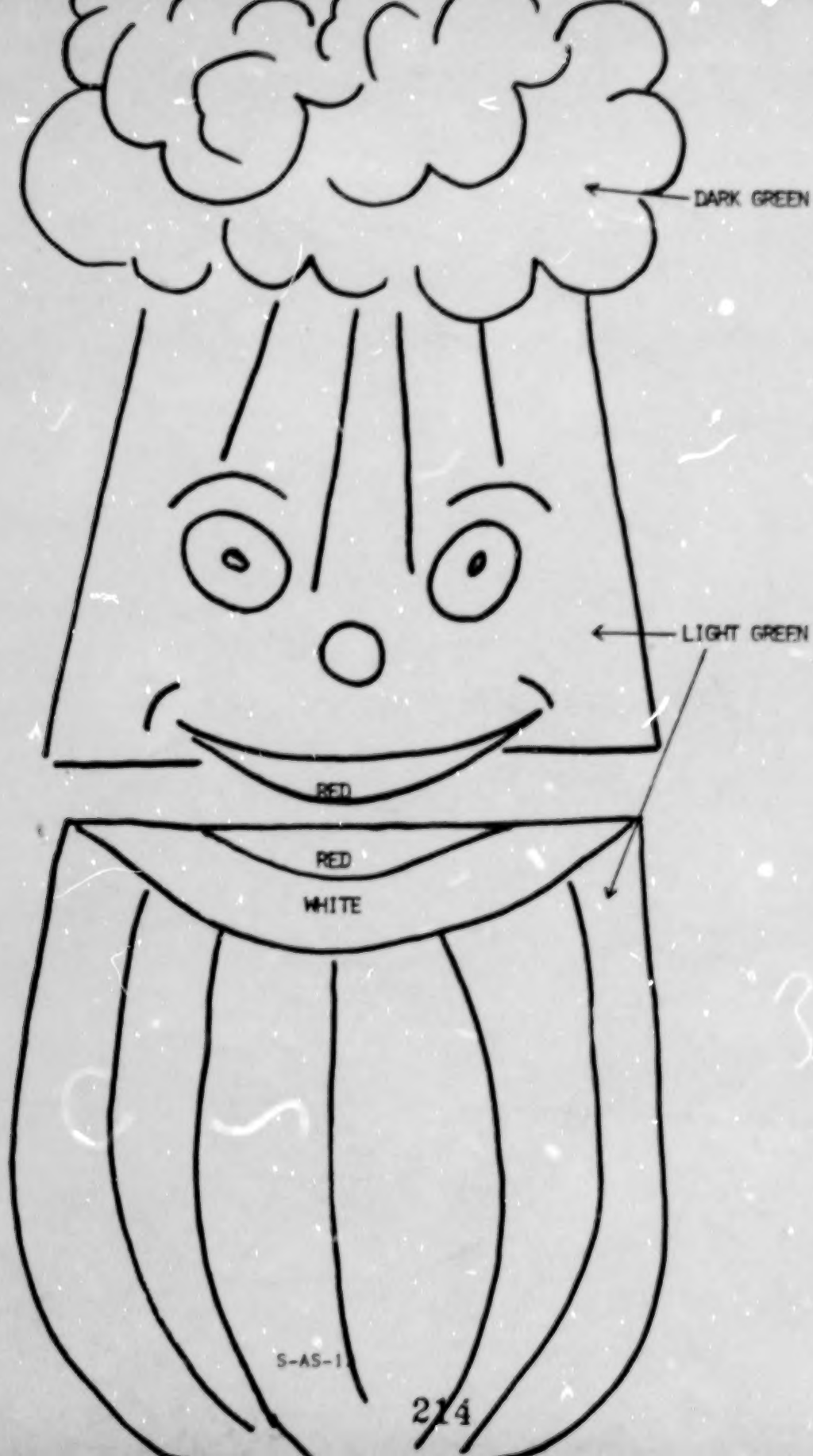


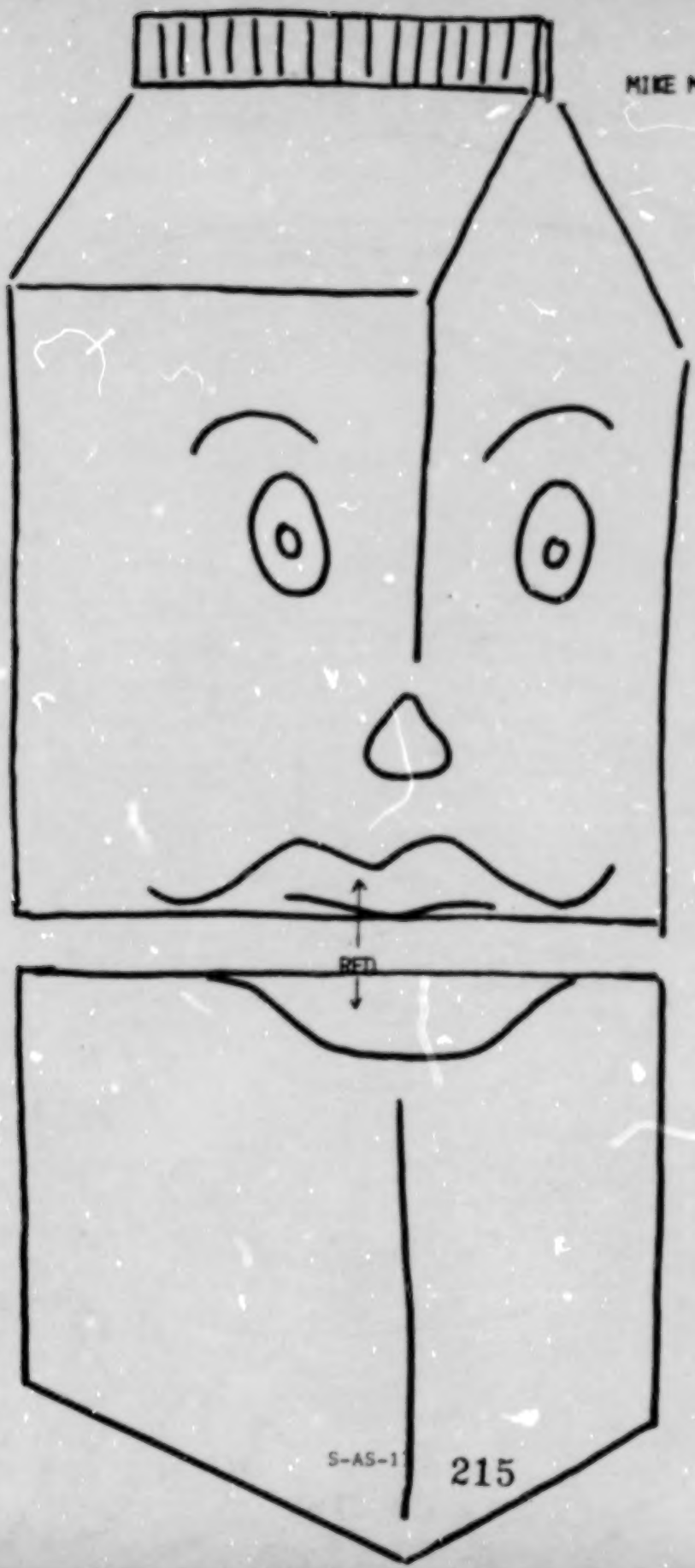
S-AS-10



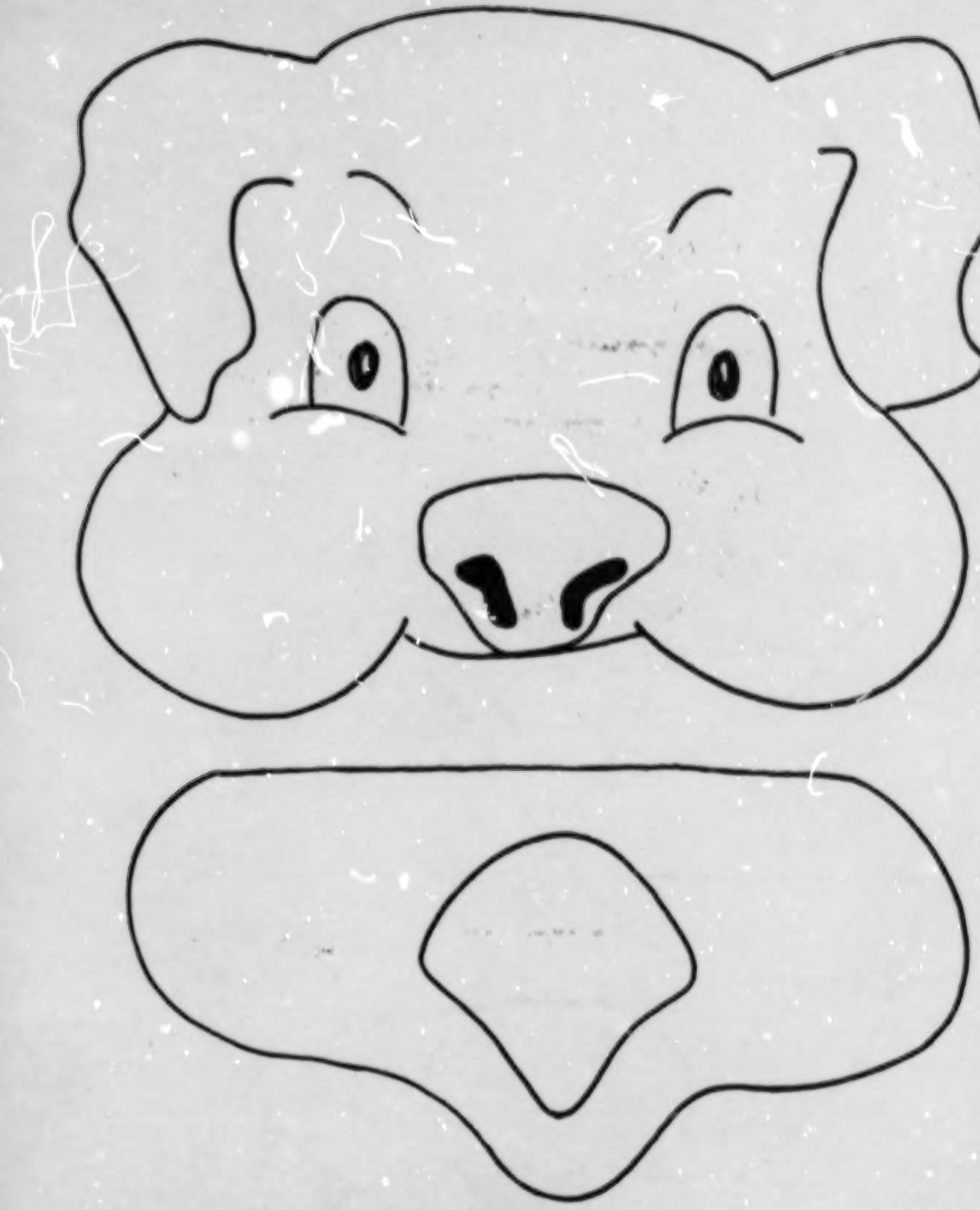


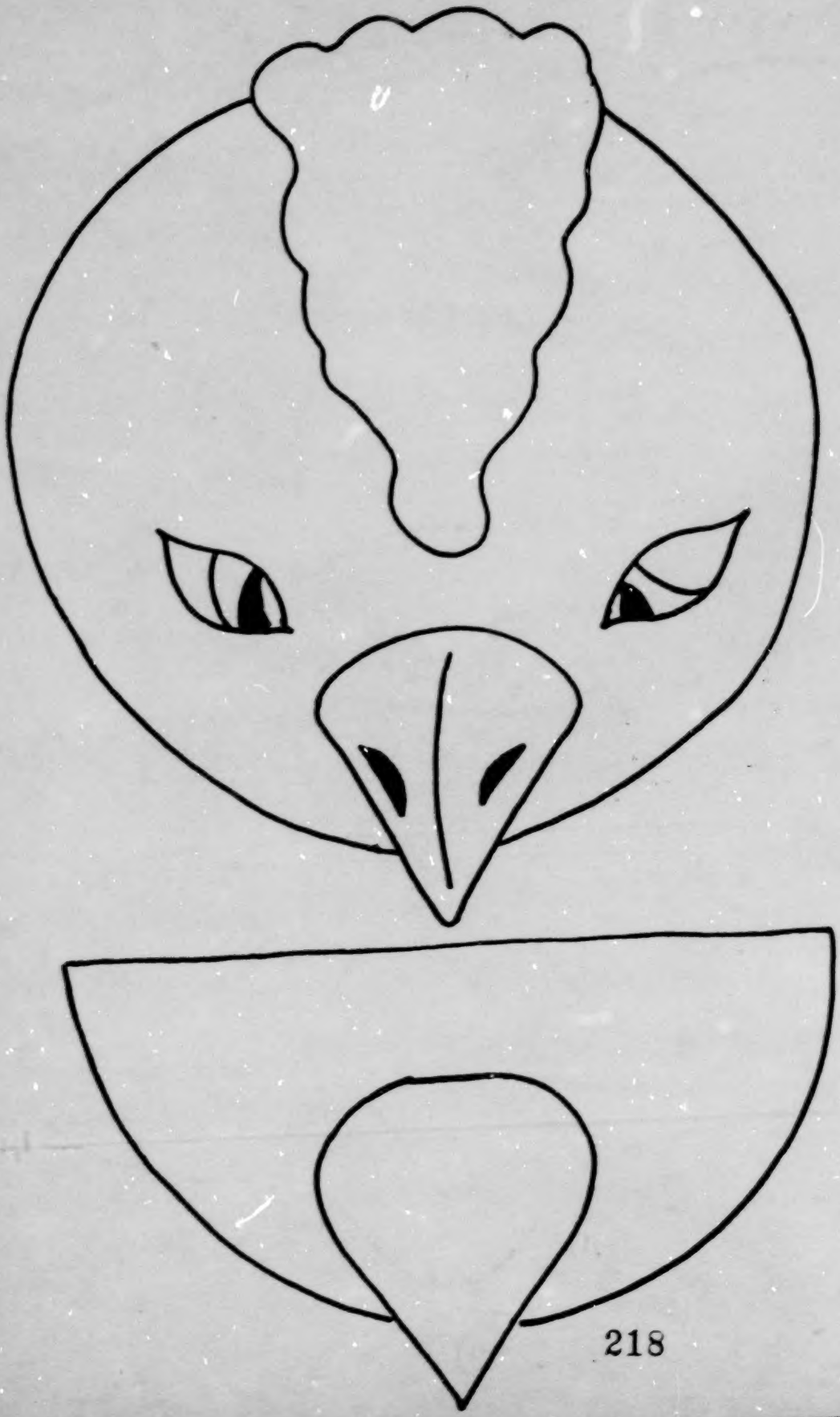
S-AS-11


DARK GREEN
LIGHT GREEN
RED
RED
WHITE
S-AS-1

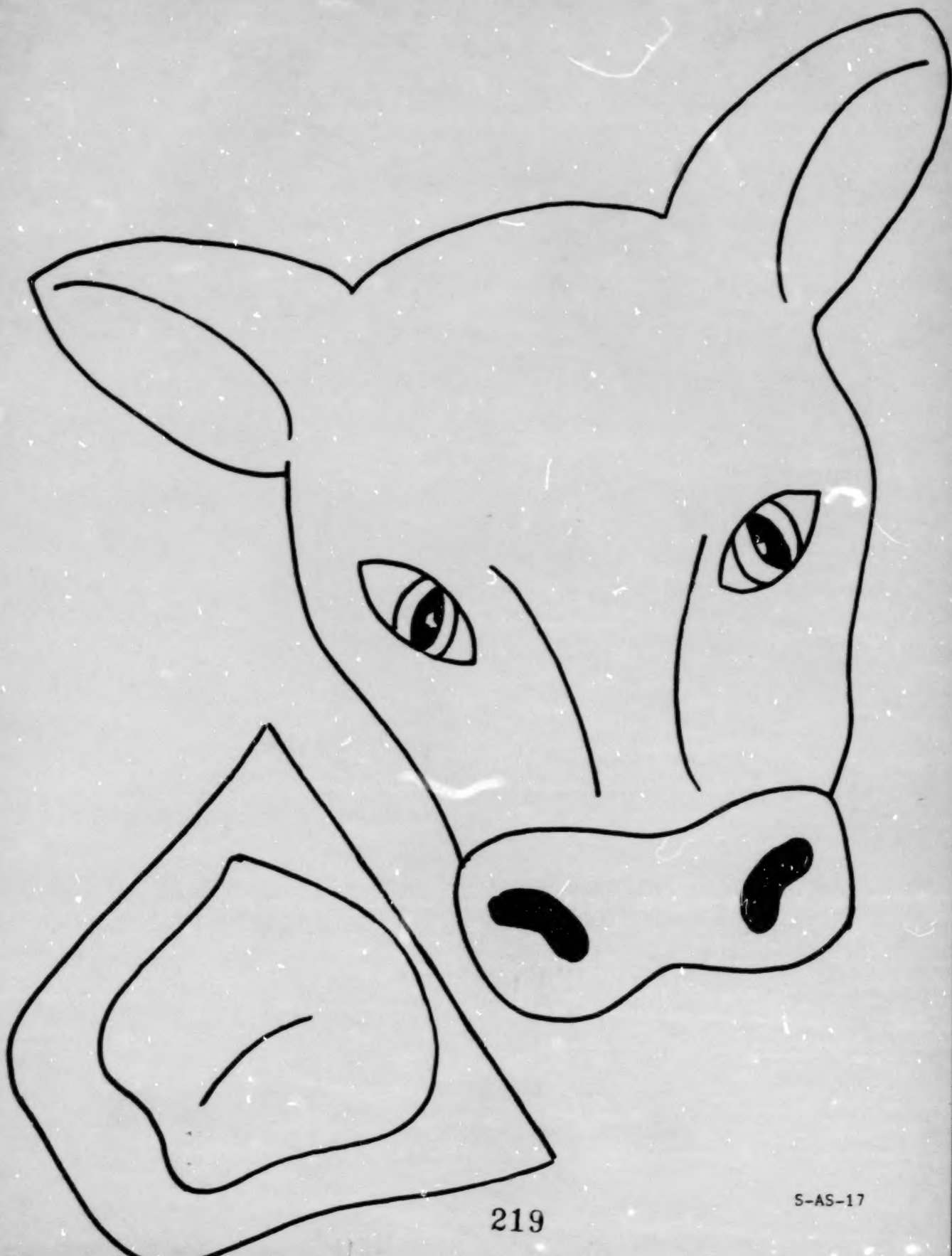

MIKE MILK
RED

"Dr. Tooth", the Dentist

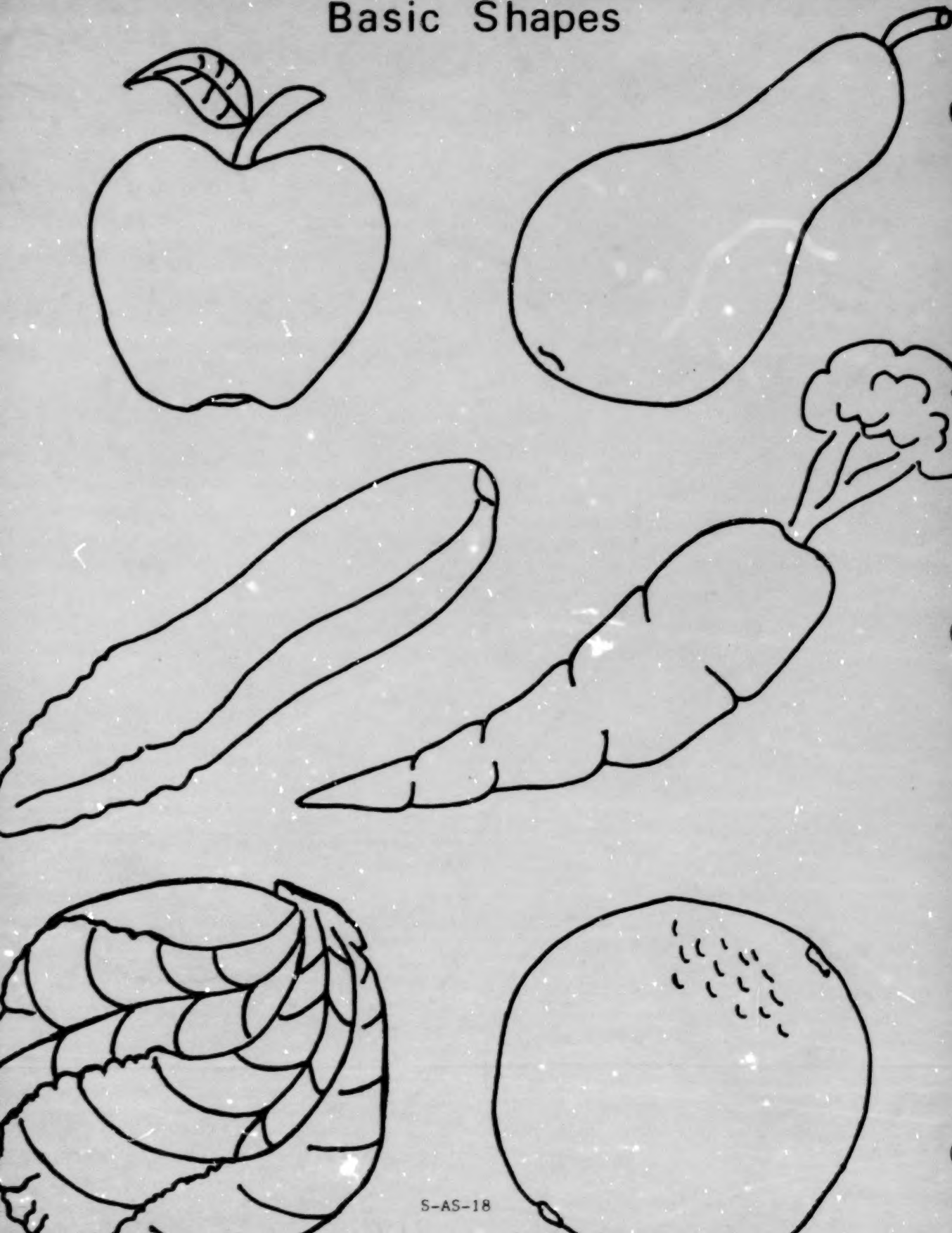


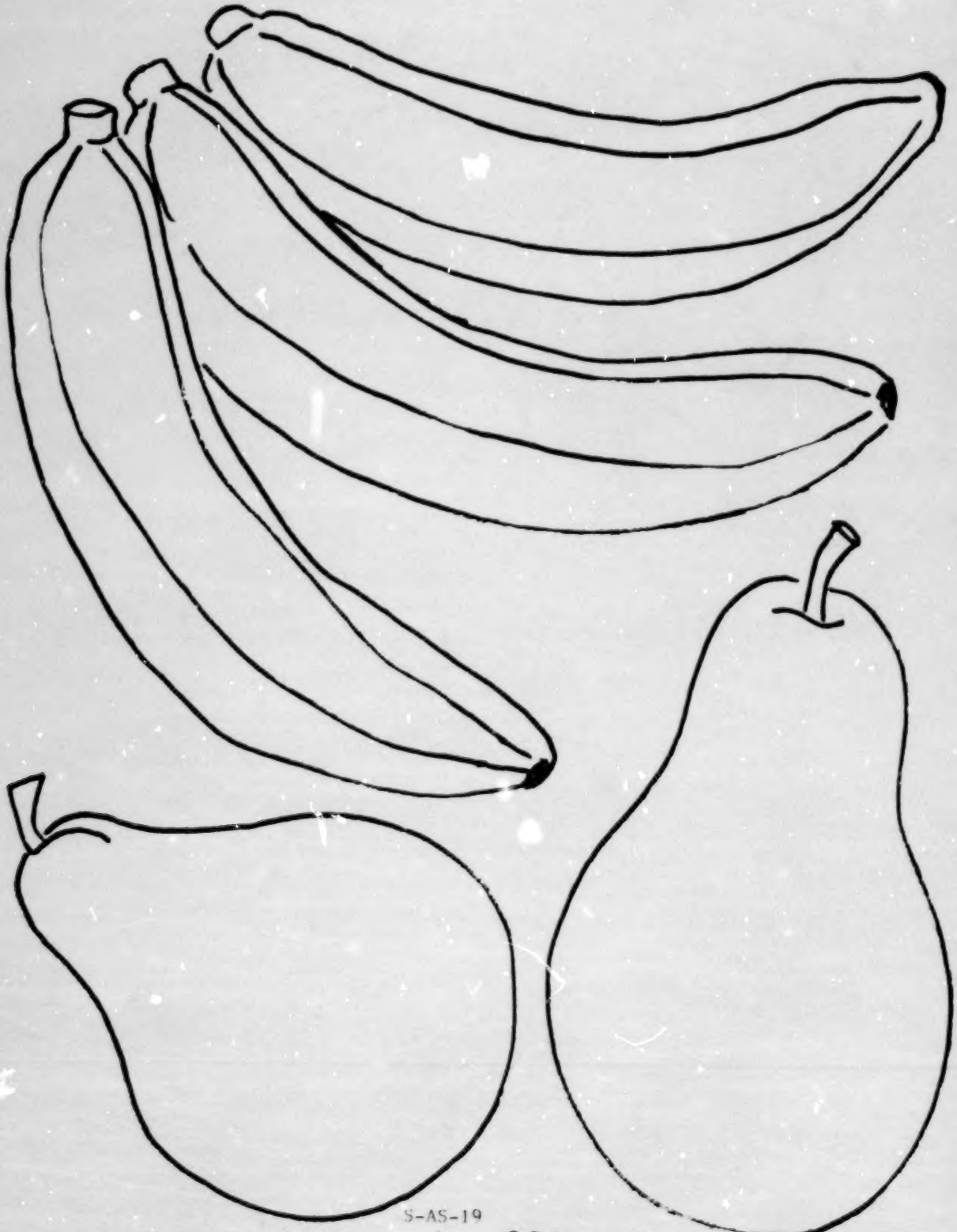


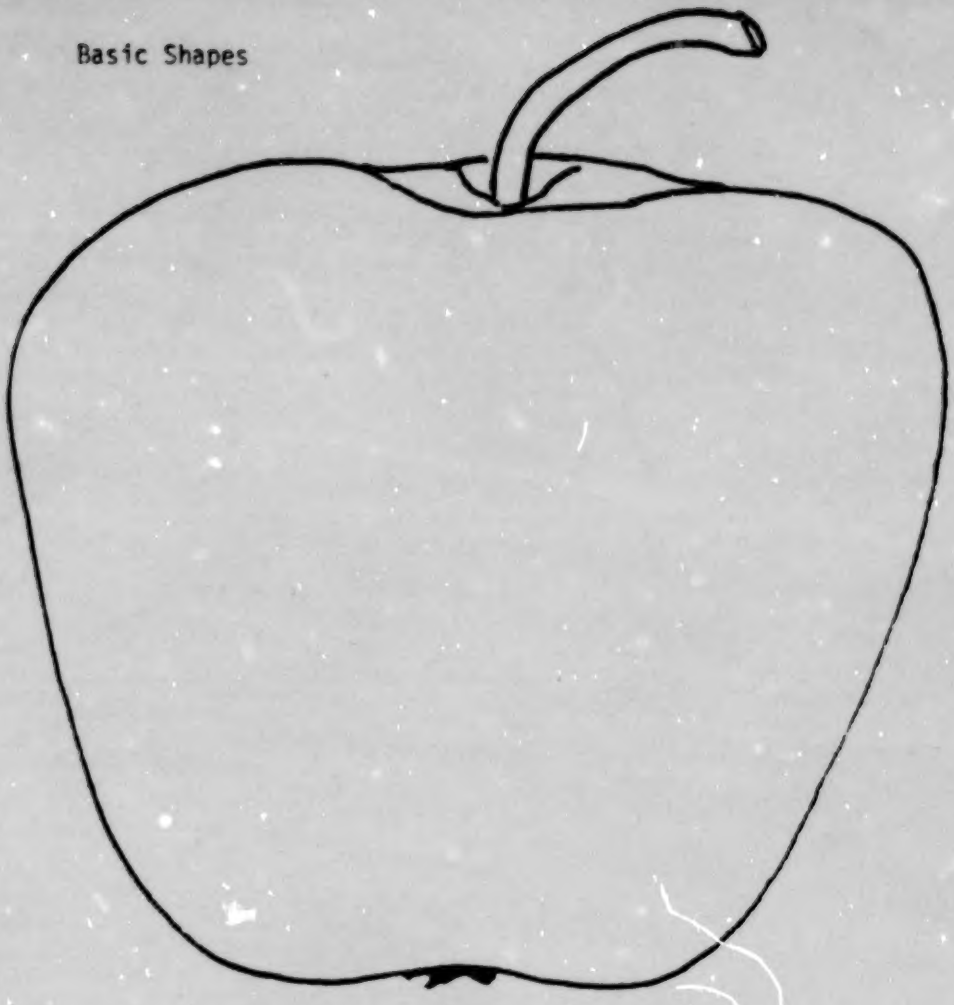
S-AS-16

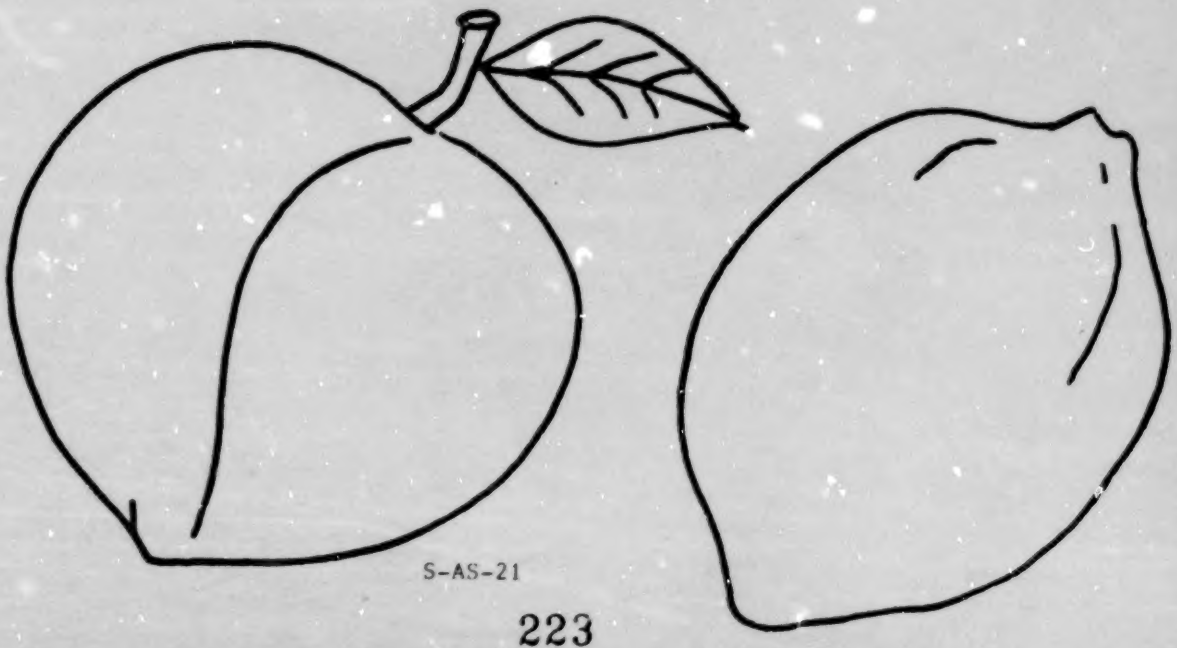


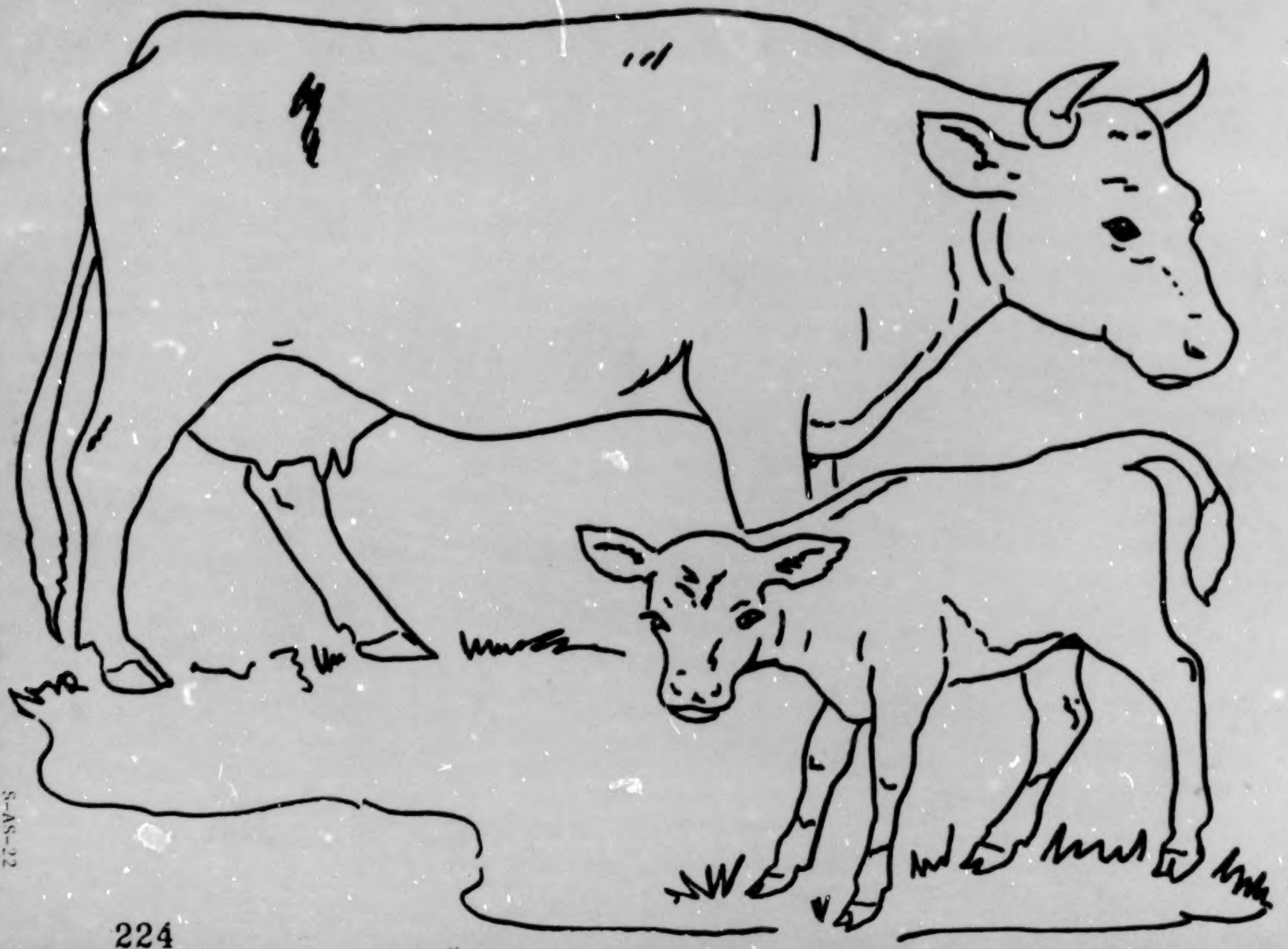
Basic Shapes

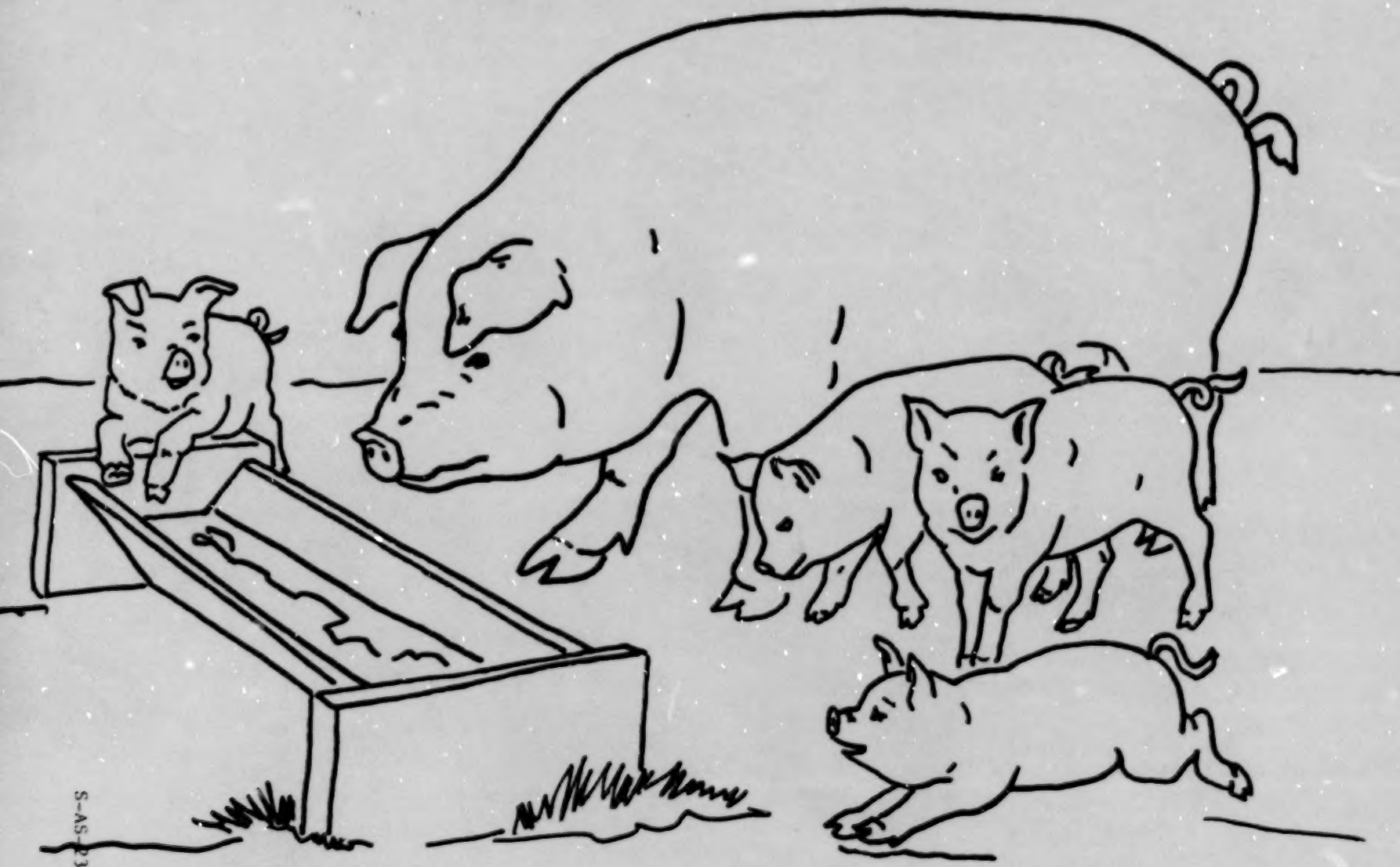


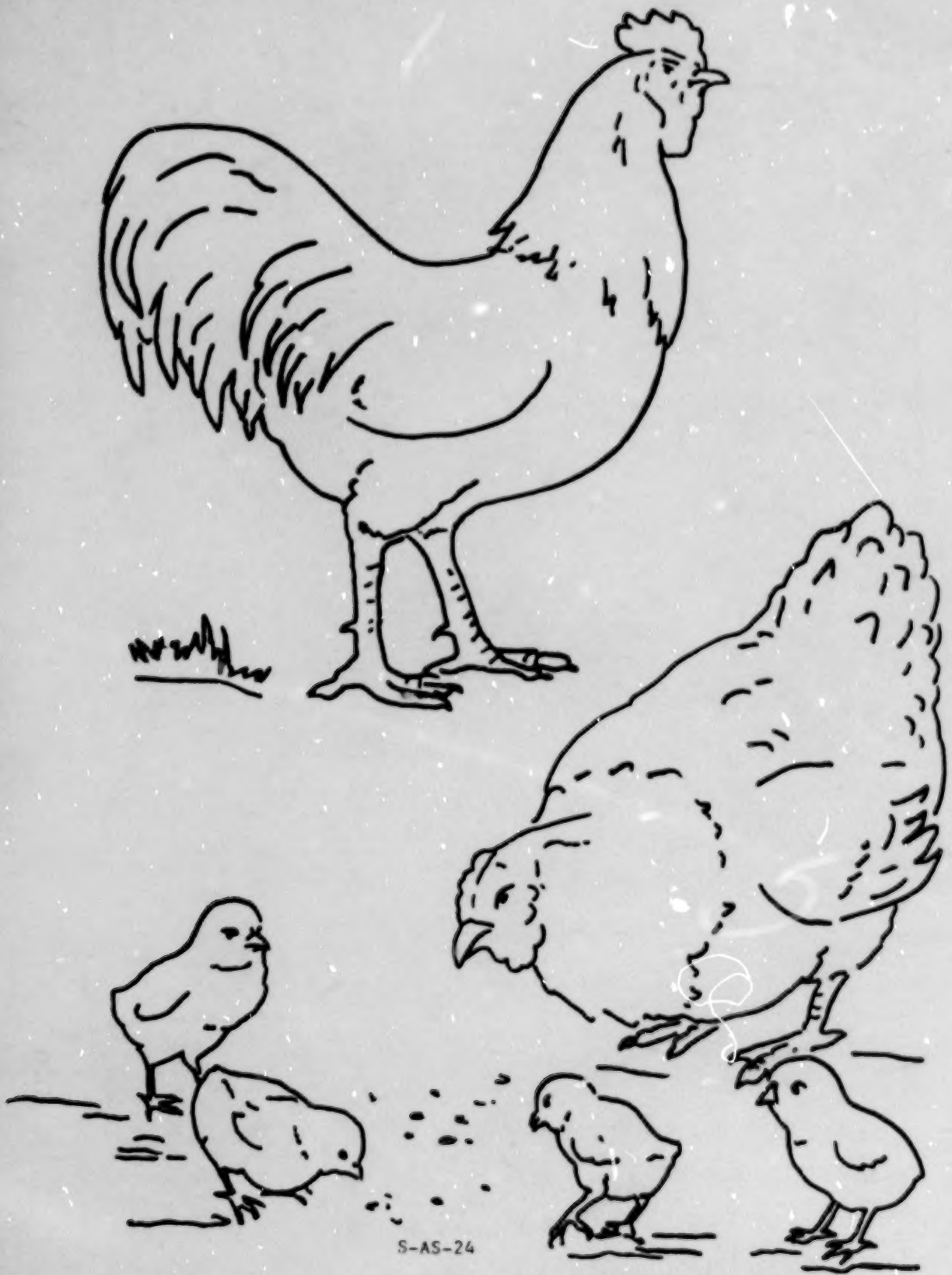




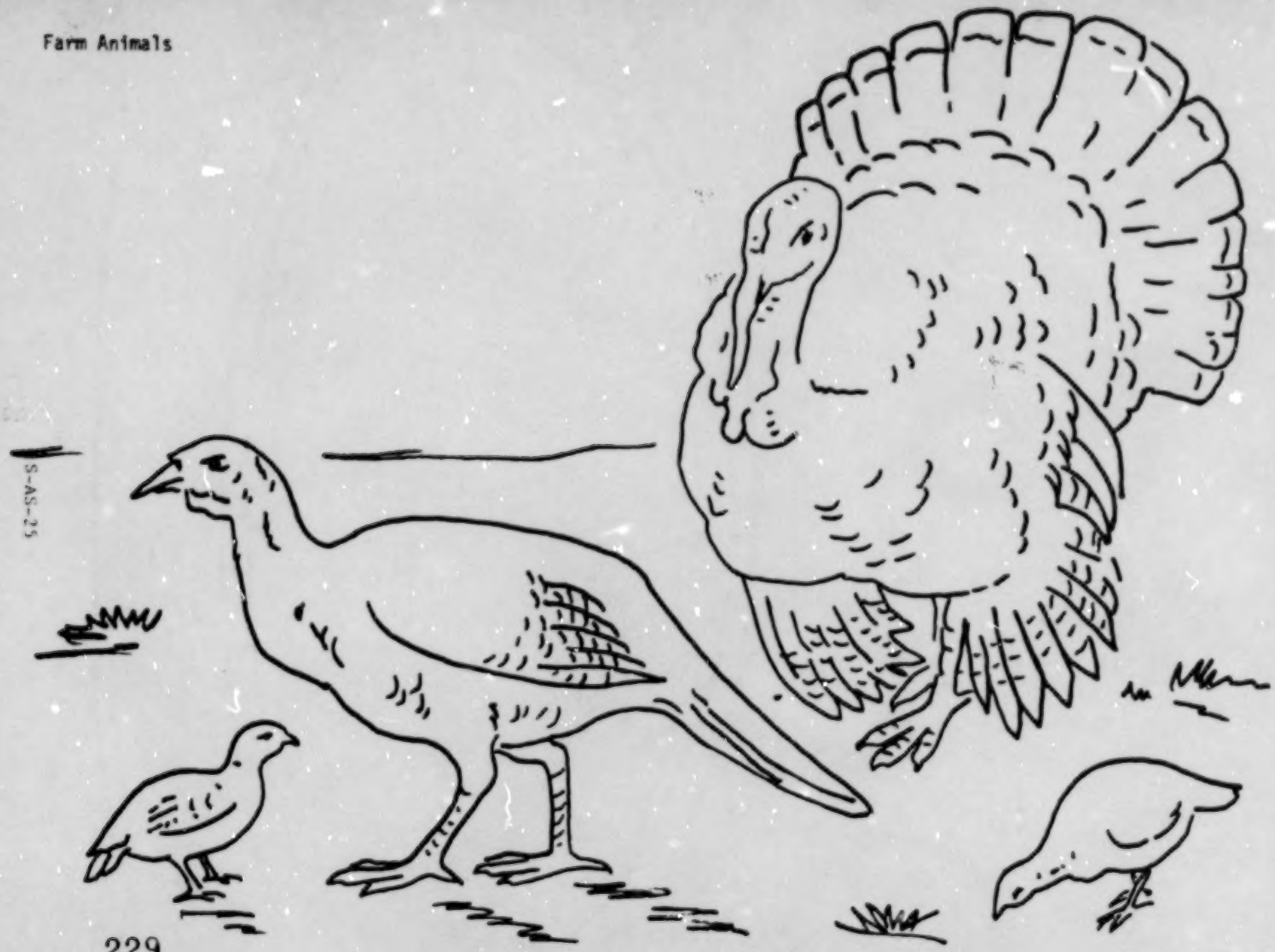








S-AS-24



S-AS-25

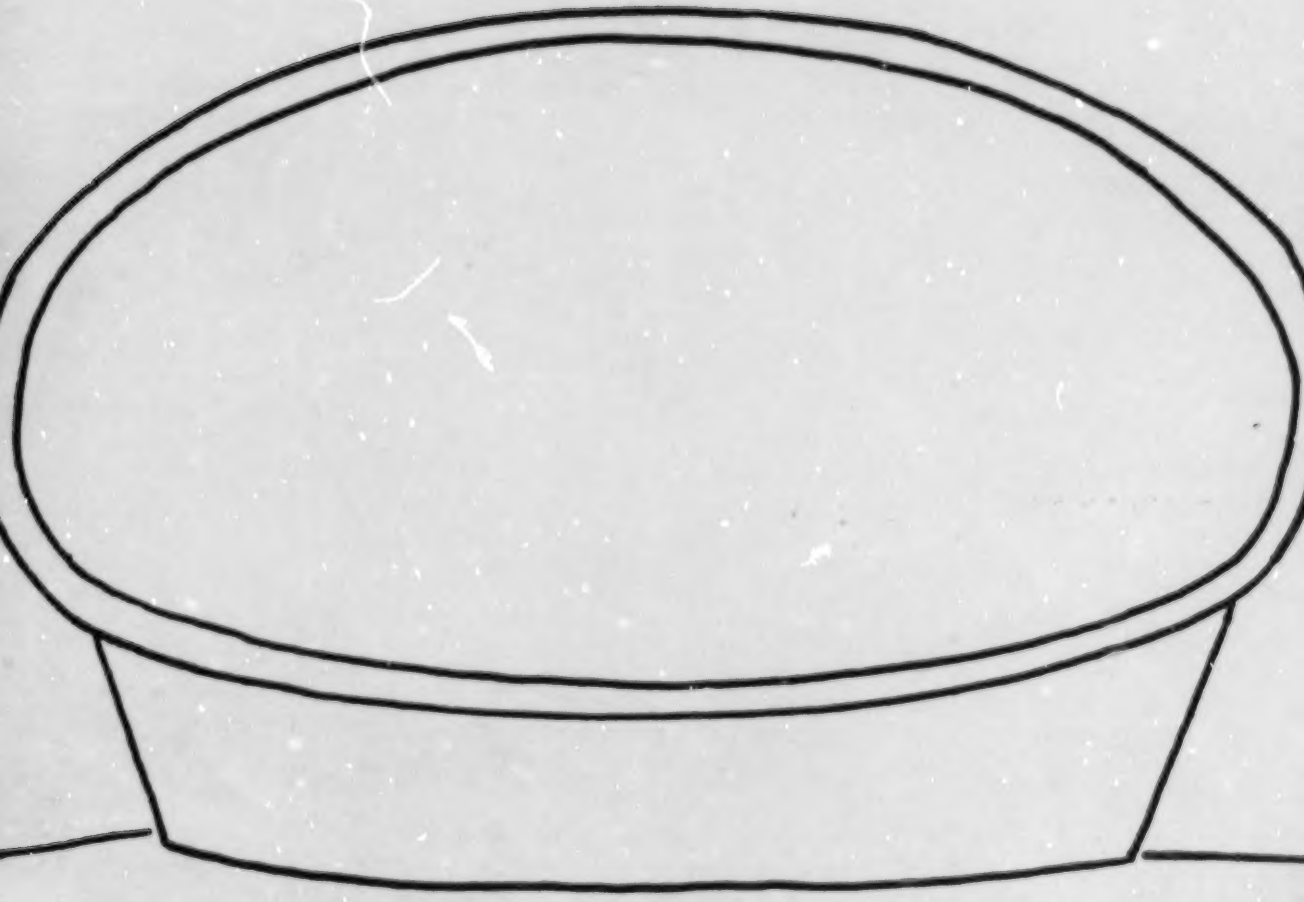
229

230

Level K and1

Make a salad.

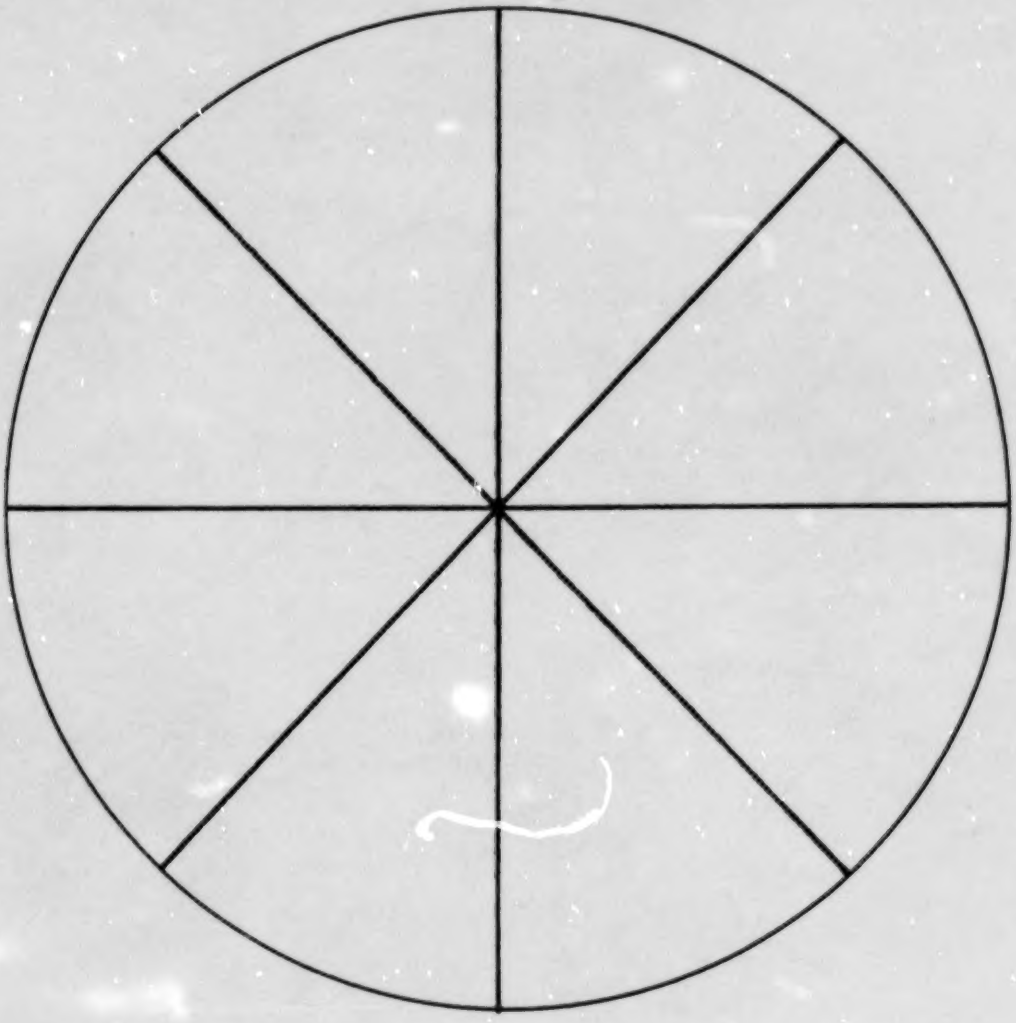
Cut pictures from magazines or draw your own pictures.



Level K and 1

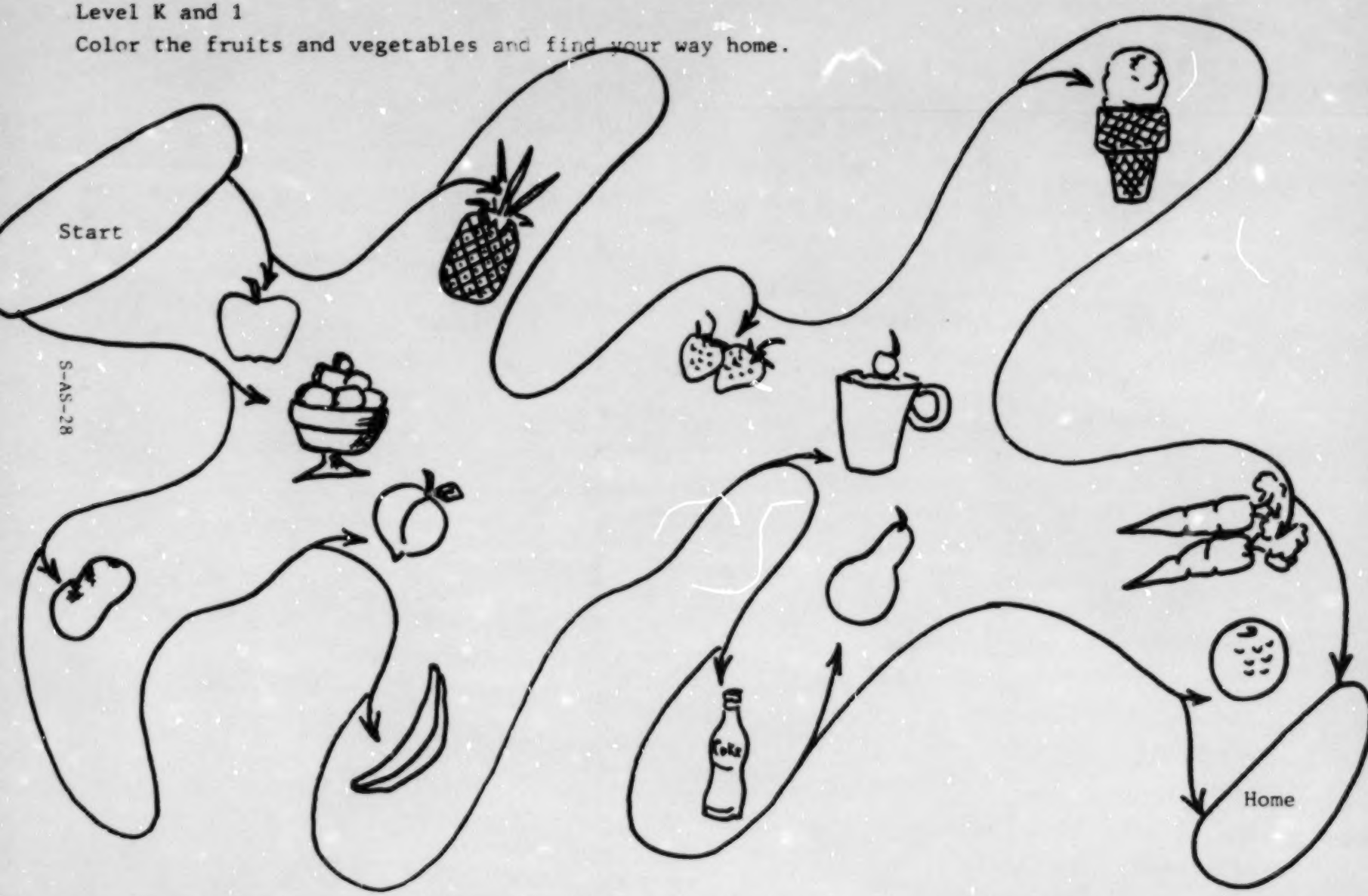
Make a Pizza

Cut pictures from magazines or draw your own pictures.



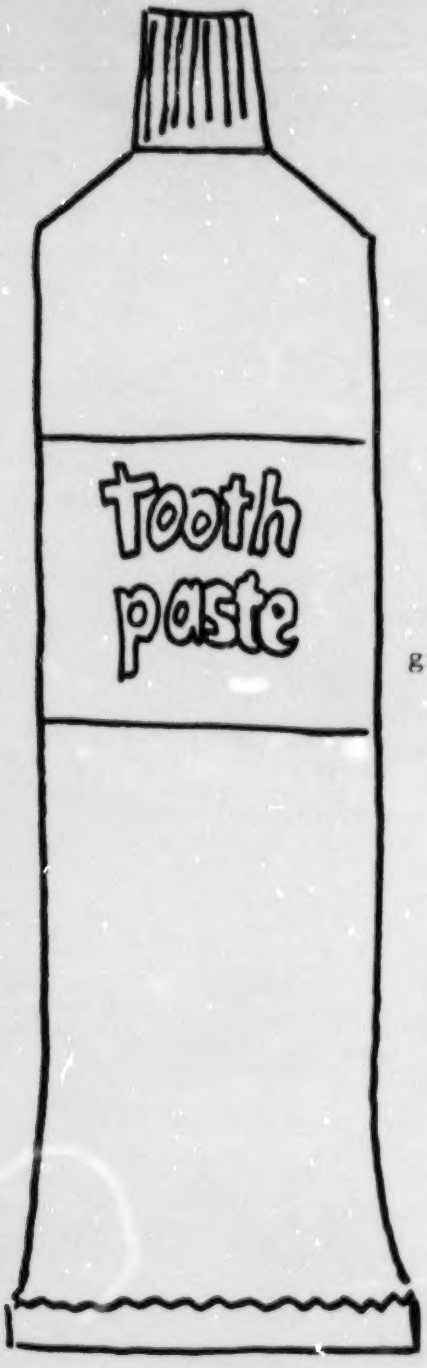
Level K and 1

Color the fruits and vegetables and find your way home.



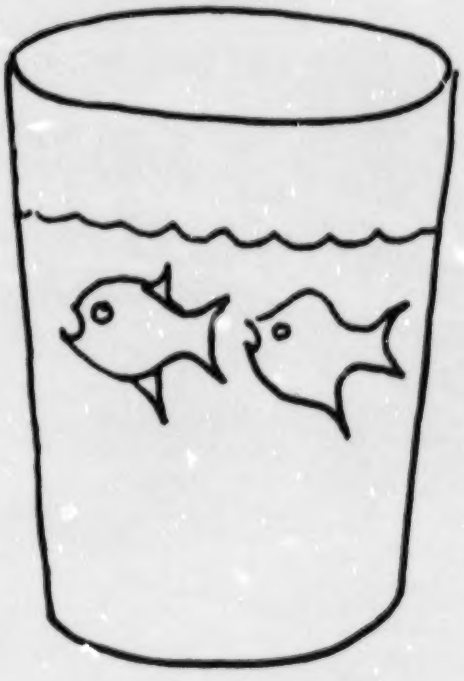
S-AS-28

COLOR each item the color indicated

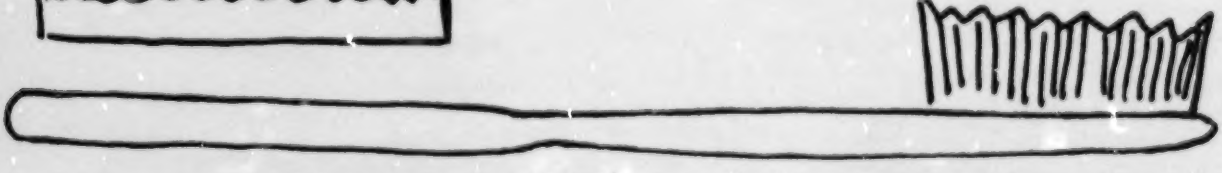


green

yellow

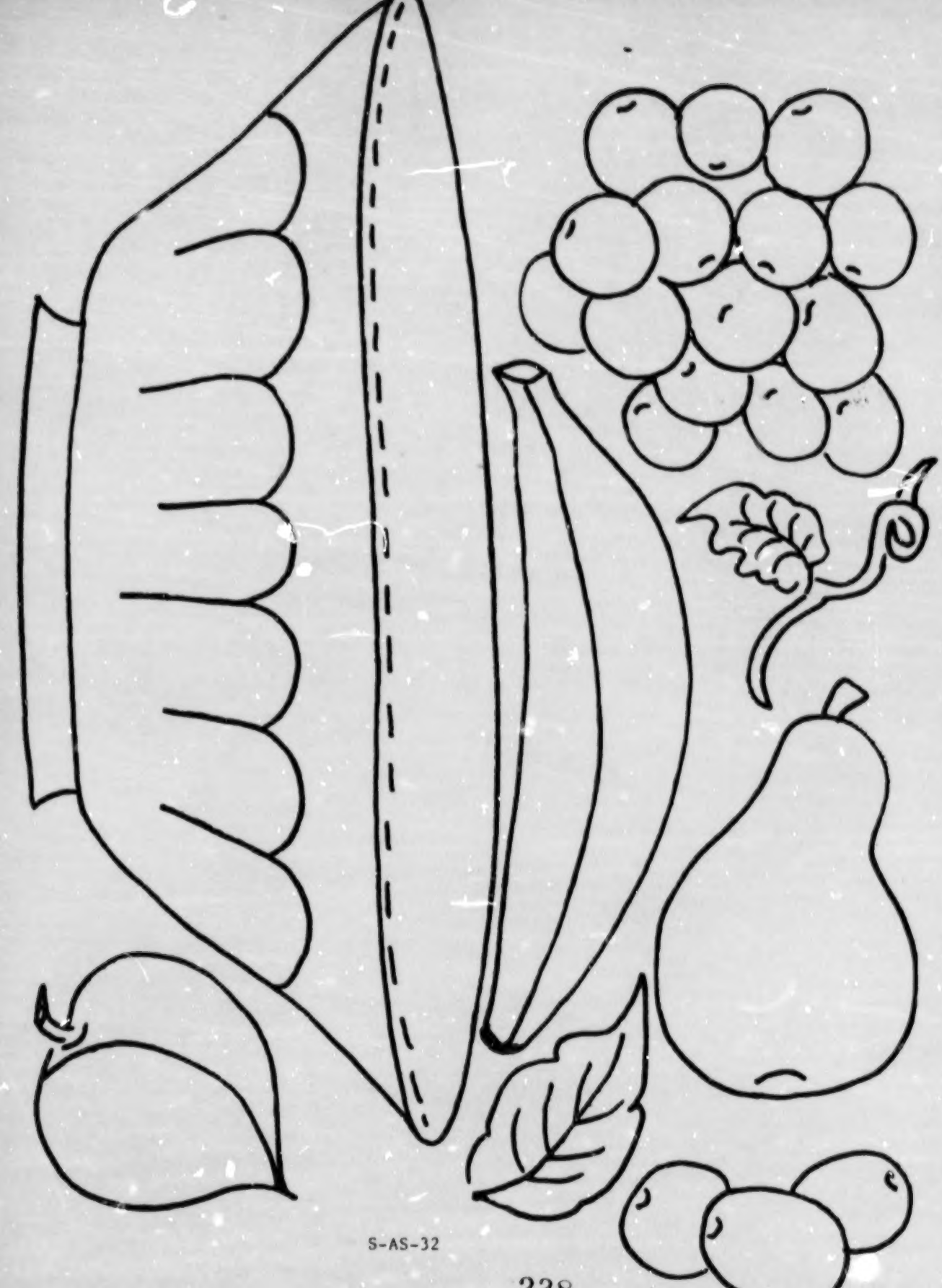


blue



red

S-AS-30



S-AS-32

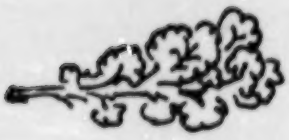
"A LETTER HOME"

Dear _____.

PLANTS are needed daily so I'll grow to be BIG and STRONG.

(carrots) are needed to make my healthy.

(oranges) are needed daily for Vitamin C for helping heal wounds.

 (Turnip greens) help strengthen red blood cells.

(corn) gives me energy for playing.

(potaotes) give me energy for growing.

YOUR CHILD,_____

"A LETTER HOME"

Dear _____.

I like to eat foods of different colors and shapes.

Variety helps to make foods delicious and nutritious.

YOUR CHILD,_____

DRAW HERE

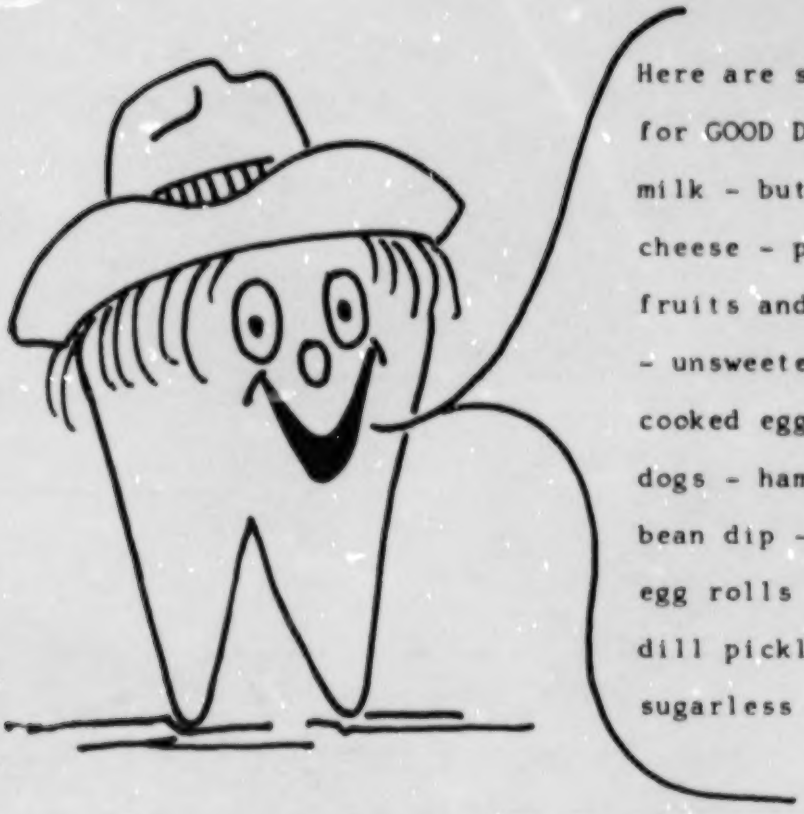
"A LETTER HOME"

Dear _____.

So I will have healthy teeth please feed me well-balanced and adequate meals. I do not need too many sweets with meals or between meals.

Teach me to clean my teeth properly after meals and snacks and take me to visit the dentist regularly for check-ups.

YOUR CHILD,_____



Here are some snacks to enjoy for GOOD DENTAL HEALTH: milk - buttermilk - cottage cheese - plain yogurt - fresh fruits and vegetables - meats - unsweetened juices - hard cooked eggs - pizza - hot dogs - hamburgers - tacos - bean dip - sunflower seeds - egg rolls - buttered popcorn - dill pickles - olives - sugarless gum and mints.

S-L-3

" A LETTER HOME"

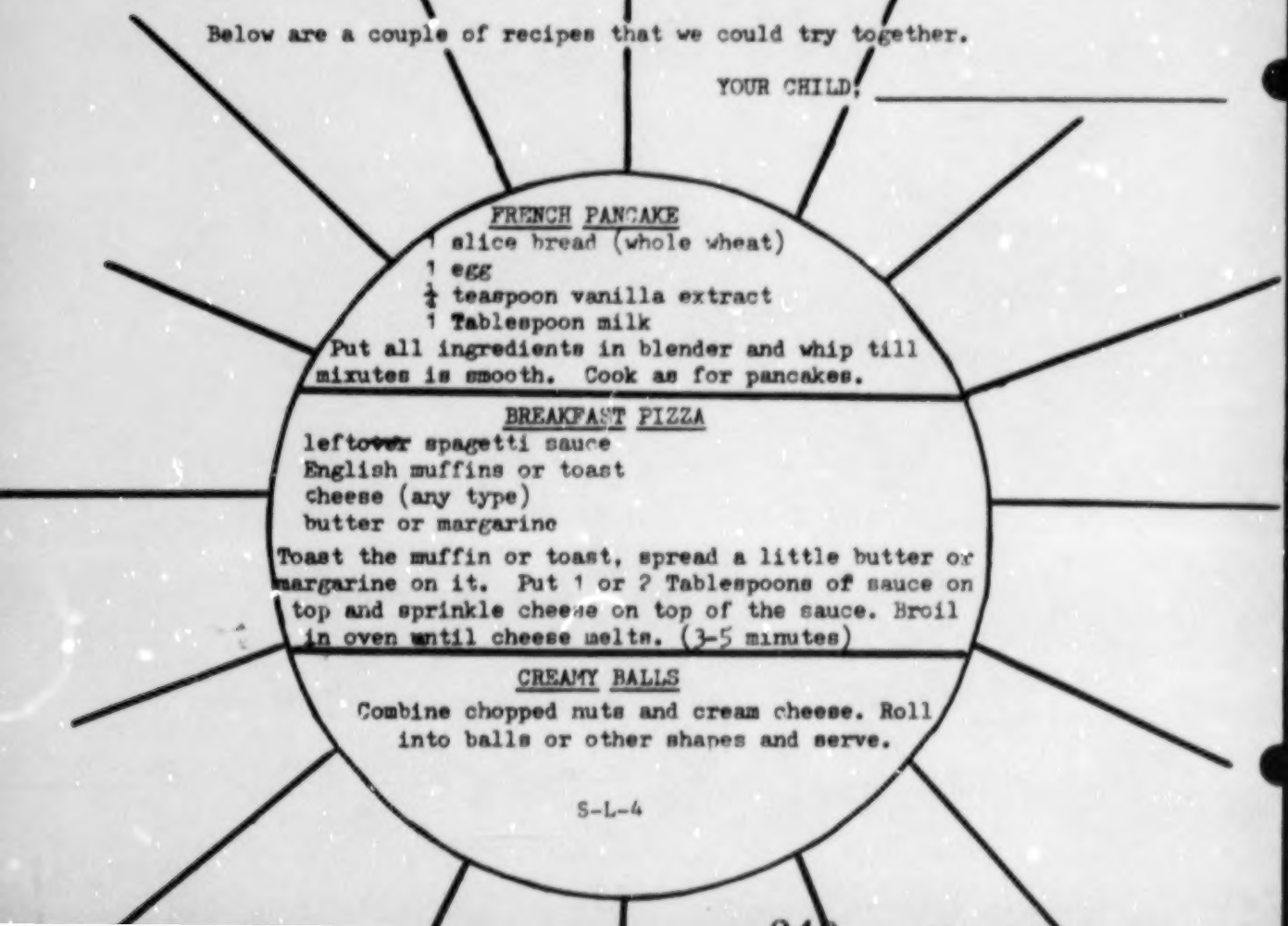
Dear _____,

By eating a good breakfast I will not feel tired and hungry before lunch time. Breakfast should supply at least 1/3 of the days total energy needs. My body uses nutrients better when they are distributed evenly throughout the day. My brain needs energy provided by food for alertness. Since I have high growth and energy needs its important for me to eat something in the morning.

What I have in the morning does not have to be eggs, bacon, toast, etc., it could be other items such as leftover spagetti, pizza, hamburgers, pork chops, casseroles, soup and cheese, grilled cheese sandwiches, etc. Then at night we could have eggs and bacon sometimes. It would be so much fun to switch them around.

Below are a couple of recipes that we could try together.

YOUR CHILD: _____



FRENCH PANCAKE

1 slice bread (whole wheat)
1 egg
½ teaspoon vanilla extract
1 Tablespoon milk

Put all ingredients in blender and whip till mixutes is smooth. Cook as for pancakes.

BREAKFAST PIZZA

leftover spagetti sauce
English muffins or toast
cheese (any type)
butter or margarine

Toast the muffin or toast, spread a little butter or margarine on it. Put 1 or 2 Tablespoons of sauce on top and sprinkle cheese on top of the sauce. Broil in oven until cheese melts. (3-5 minutes)

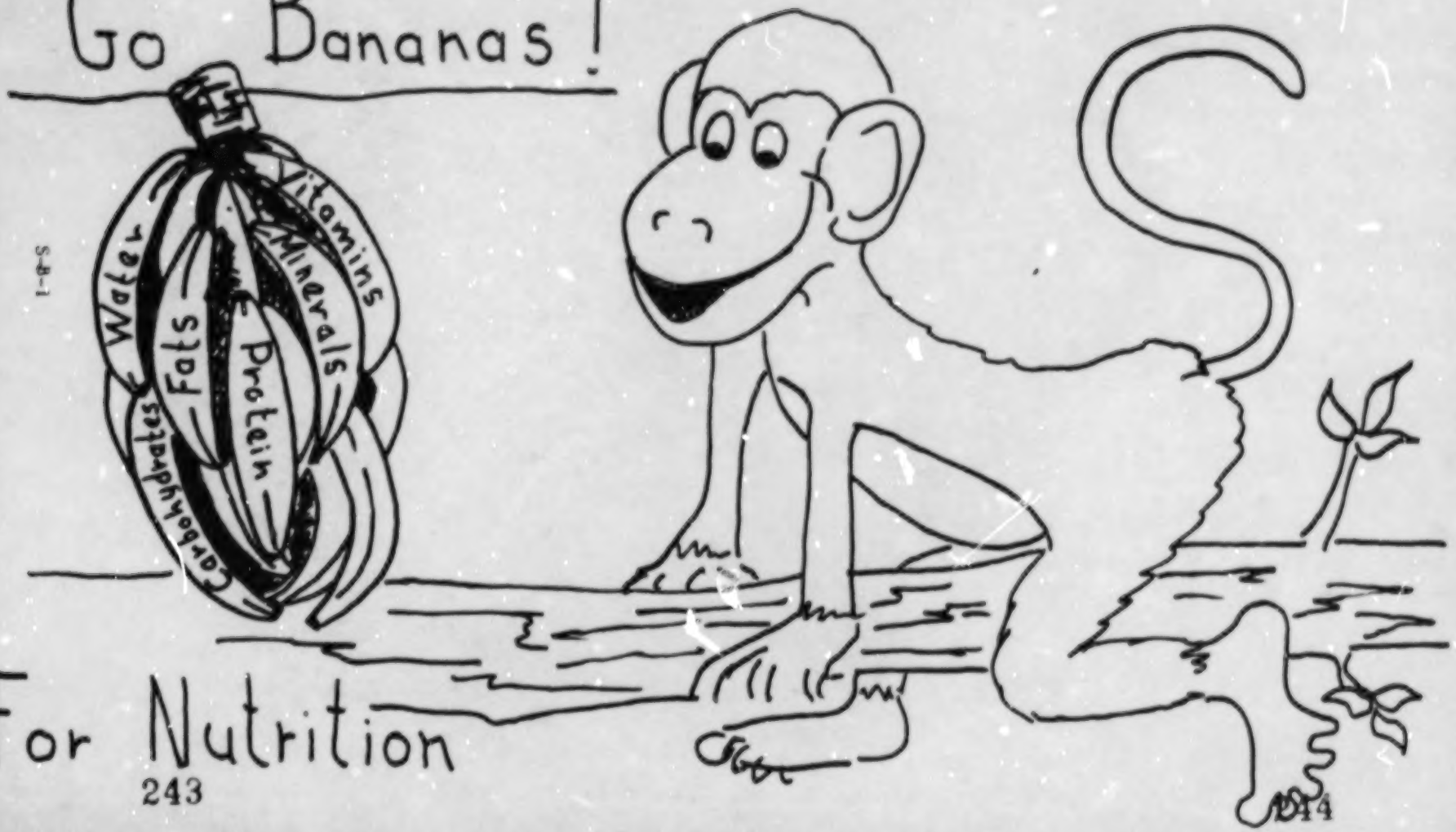
CREAMY BALLS

Combine chopped nuts and cream cheese. Roll into balls or other shapes and serve.

S-L-4

Don't Monkey Around

Go Bananas!



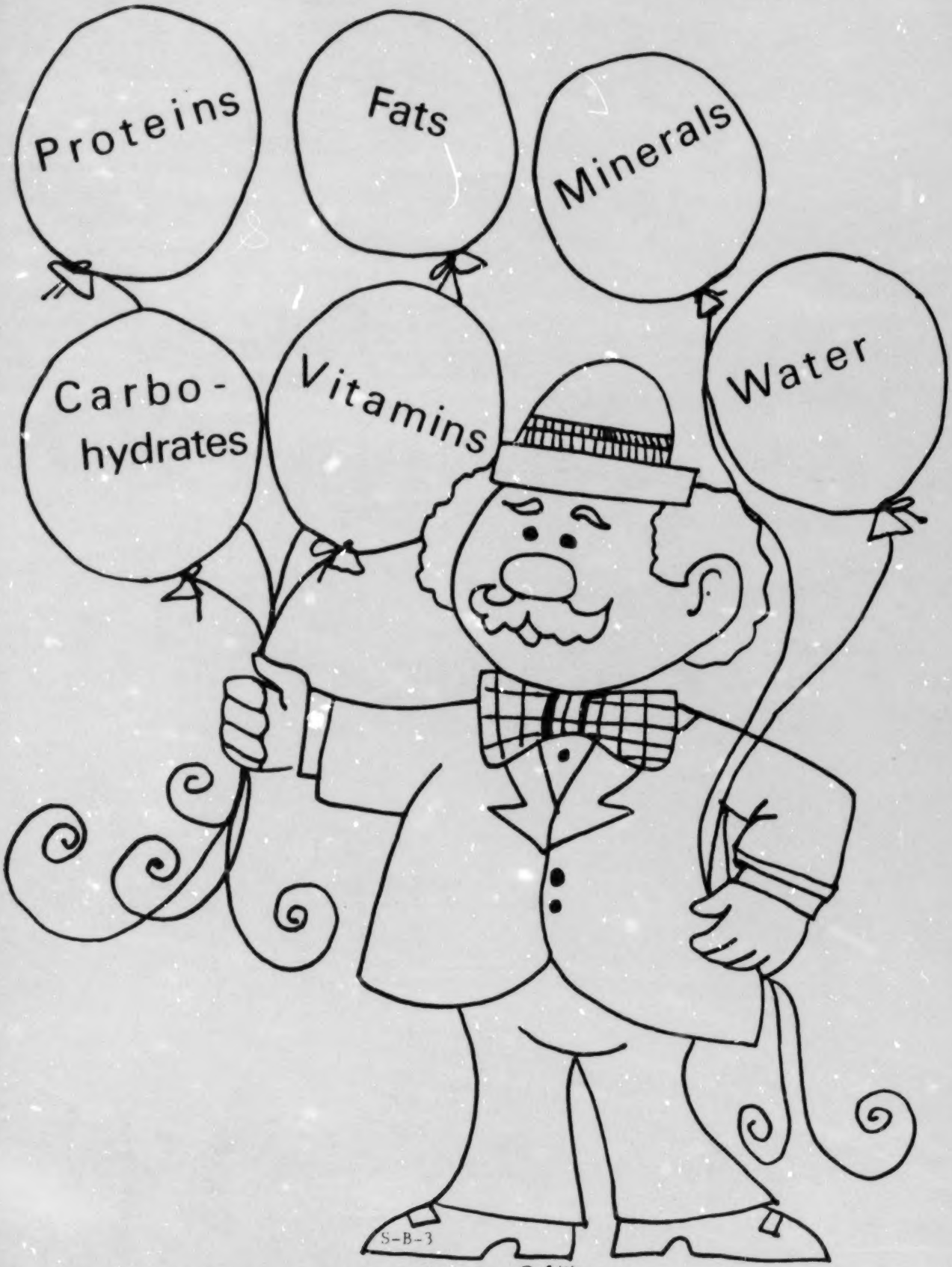
For Nutrition

243

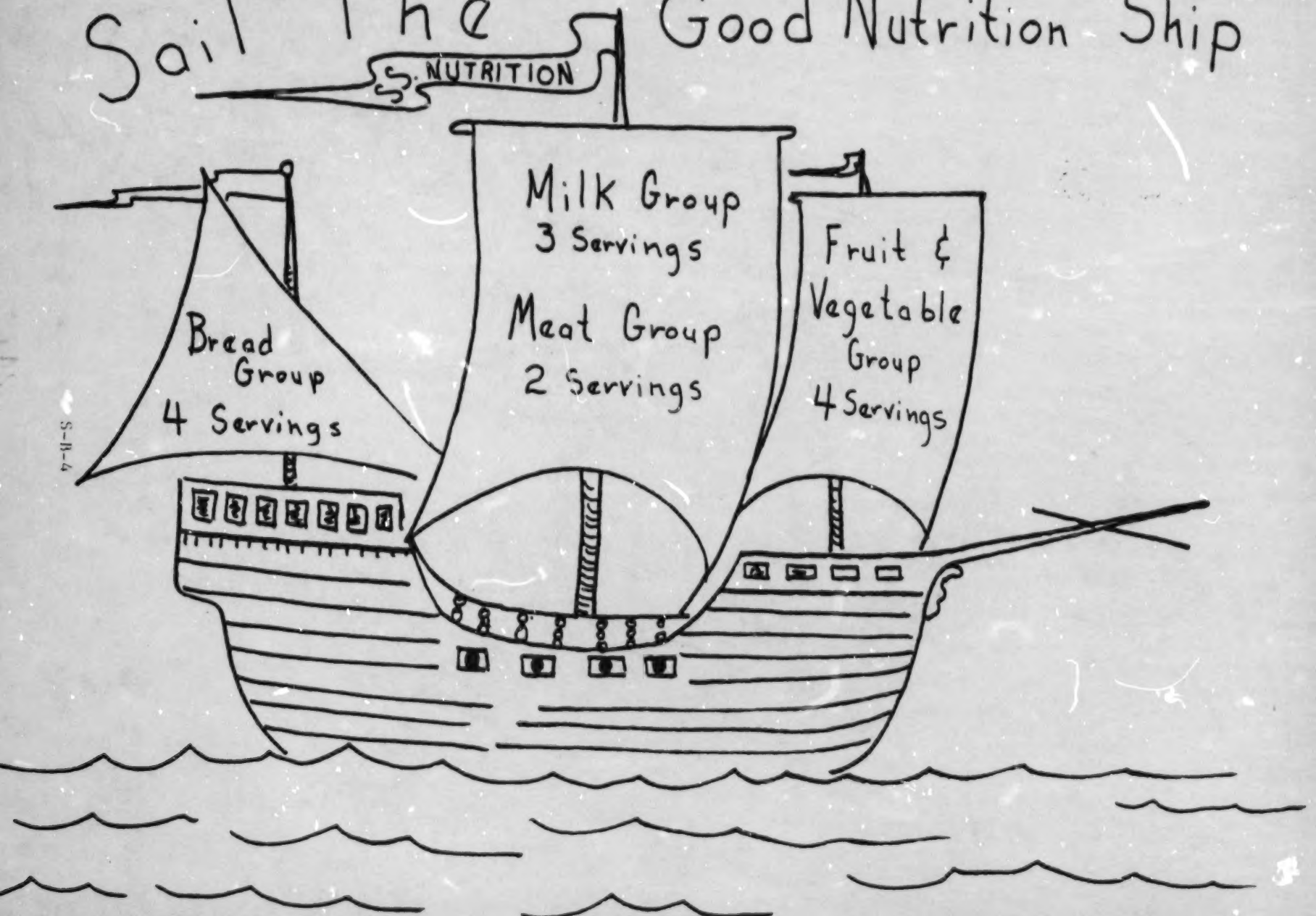
1044

Juggling for a Healthy Balance

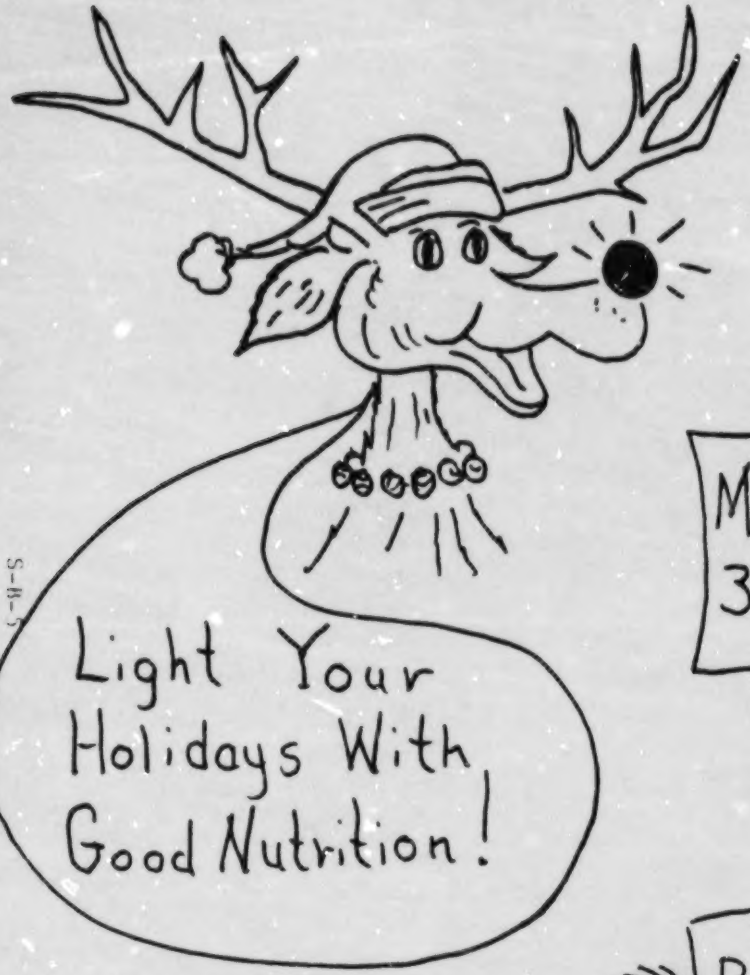
S-B-2


Proteins
Fats
Minerals
Carbo-
hydrates
Vitamins
Water
S-B-3

Sail The Good Nutrition Ship



RUDOLPH SAYS



Milk Group
3 Servings

Meat Group
2 Servings

Bread Group
4 Servings

Fruit and Vegetables
4 Servings

Treat Yourself To Nutrition –

- Milk Group
  3 servings daily
- Fruit & Vegetables
  4 servings daily
- Bread & Cereals
  4 servings daily
- Meat Group
  2 servings daily

S-H-6

CALCIUM FROM

- Milk
- Cheese
- Ice Cream
- Cottage Cheese

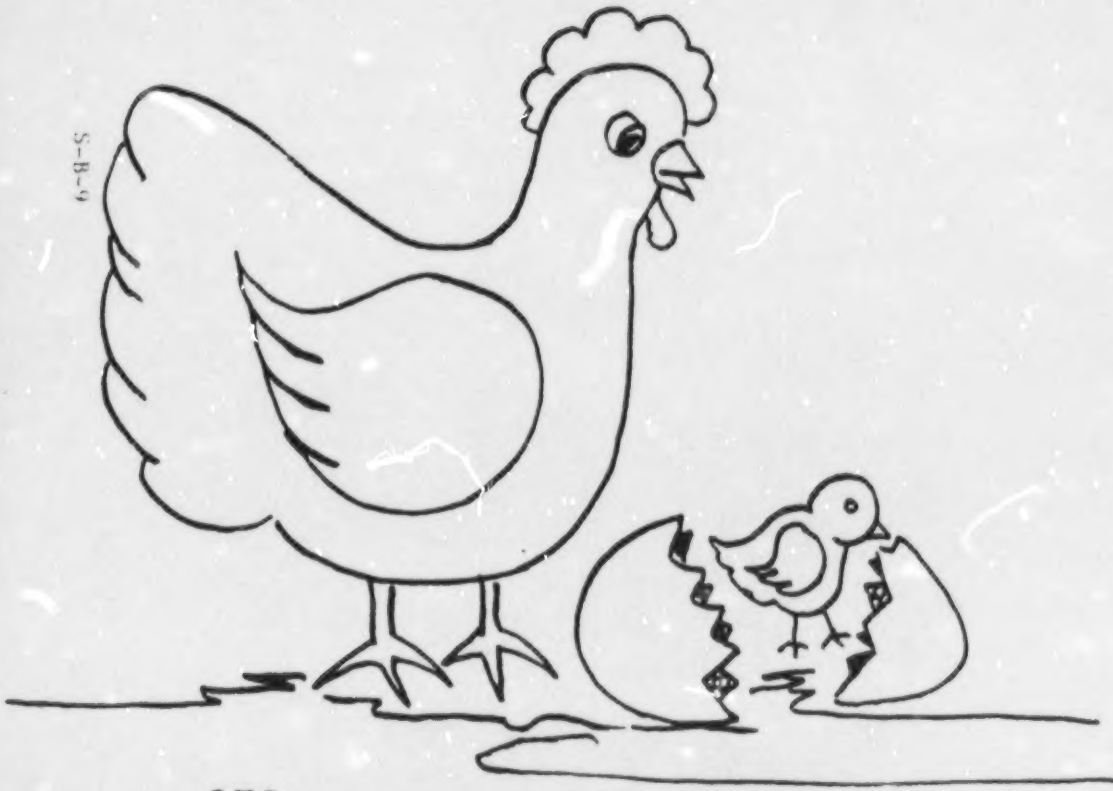
MAKES STRONG

Bones & Teeth

S-B-7

Everyone needs milk everyday

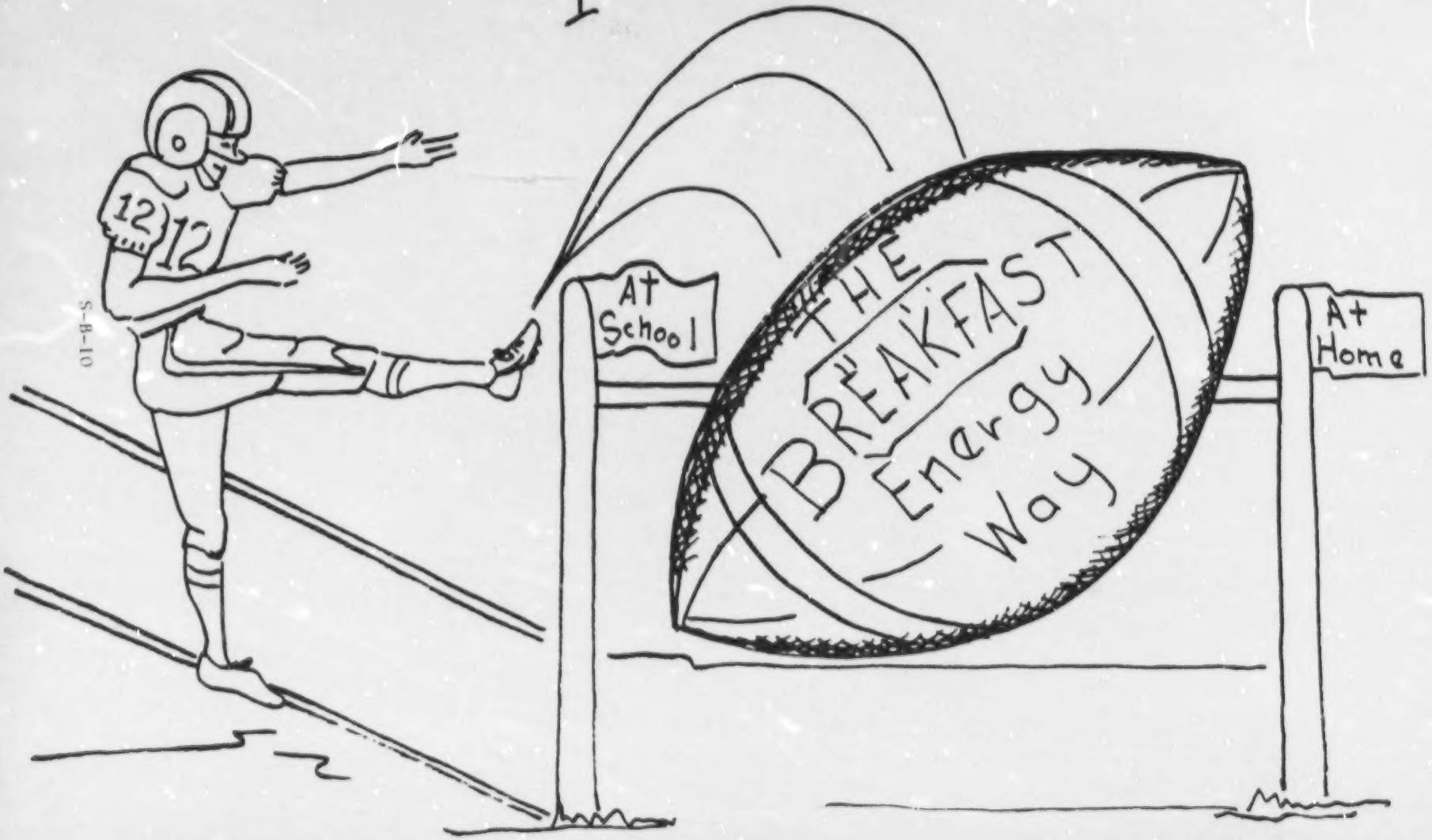
You Can Get A Lot More From Eggs Than Just Baby Chicks



S-B-9

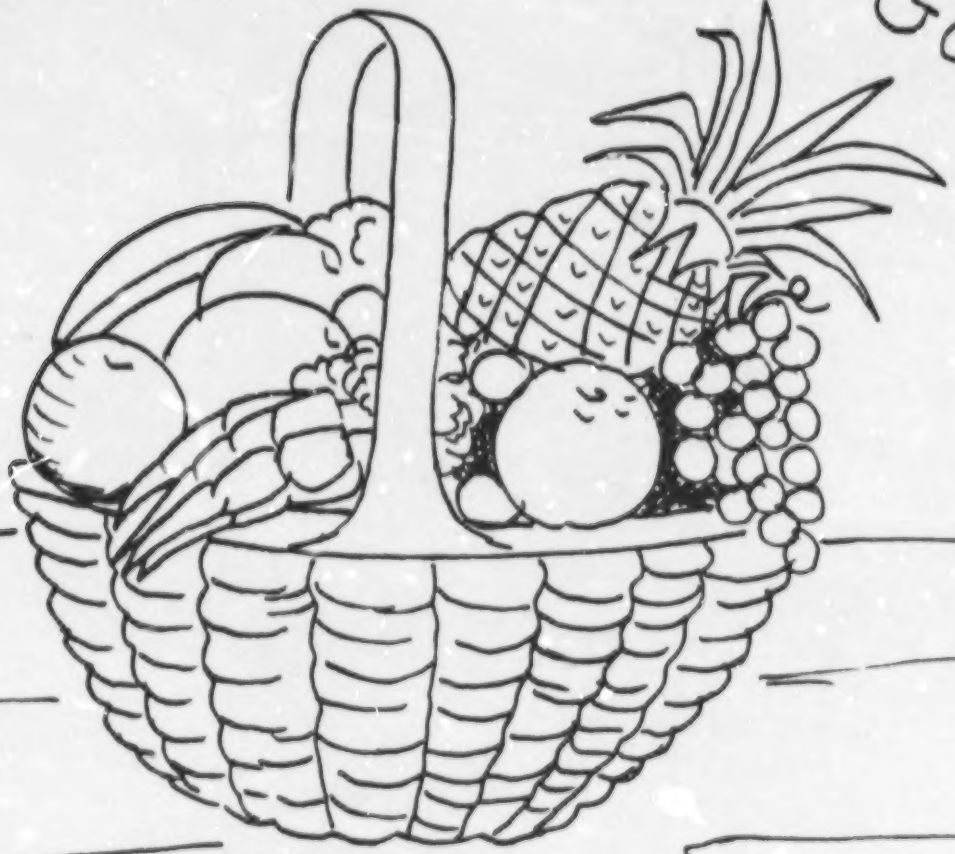
- Iron
- Vitamin A
- Vitamin D
- Riboflavin
- Protein
- Fat
- Food Energy

PUT SOME Kick IN YOUR DAY



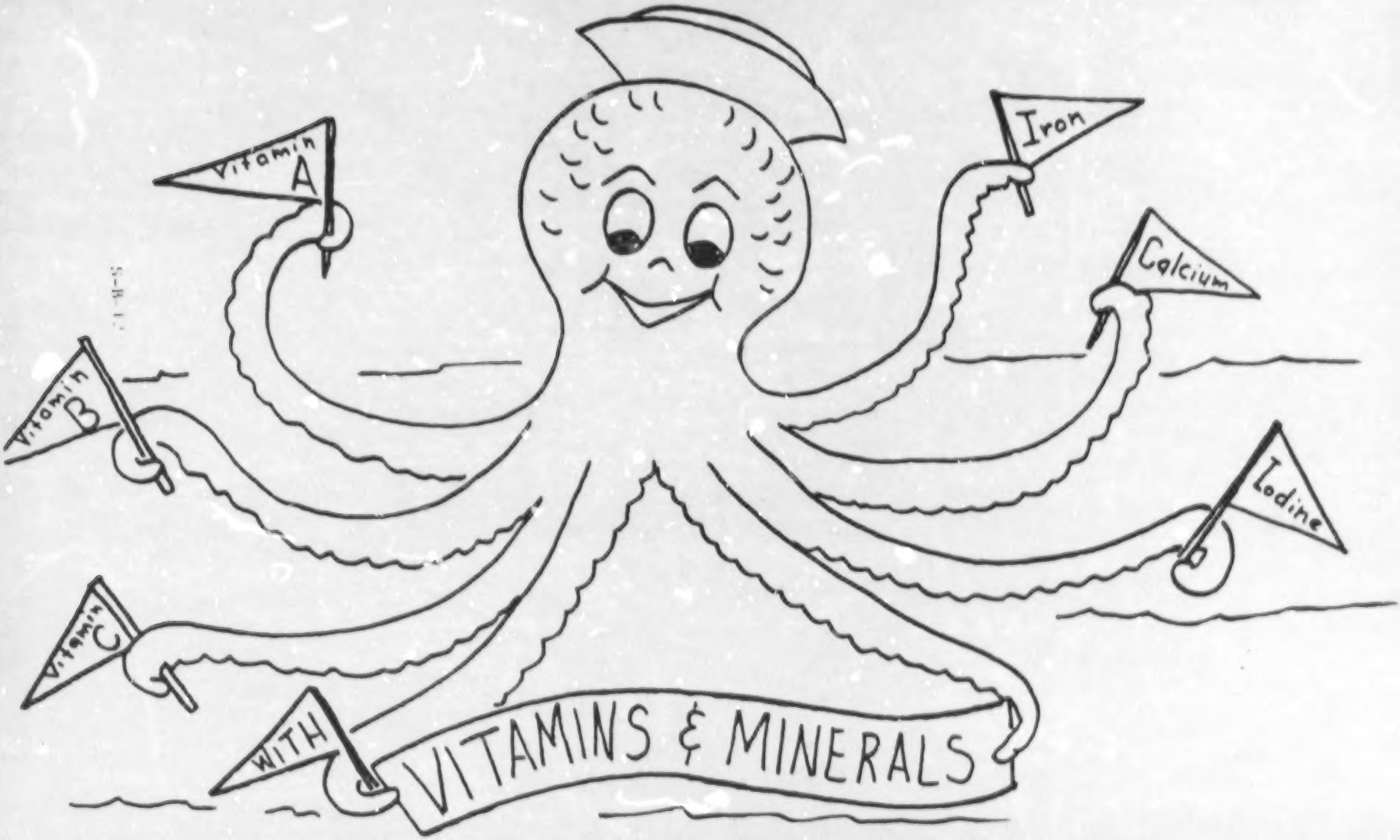
S-B-10

Pick a Basket Full of Good Snacks



S-B-11

ALL HANDS ON DECK



TRY THESE GOOD SNACKS

Milk Group

Meat Group

Bread & Cereal

Fruit & Vegetable

TOAD - in - a HOLE

Butter both sides of 1 slice bread.

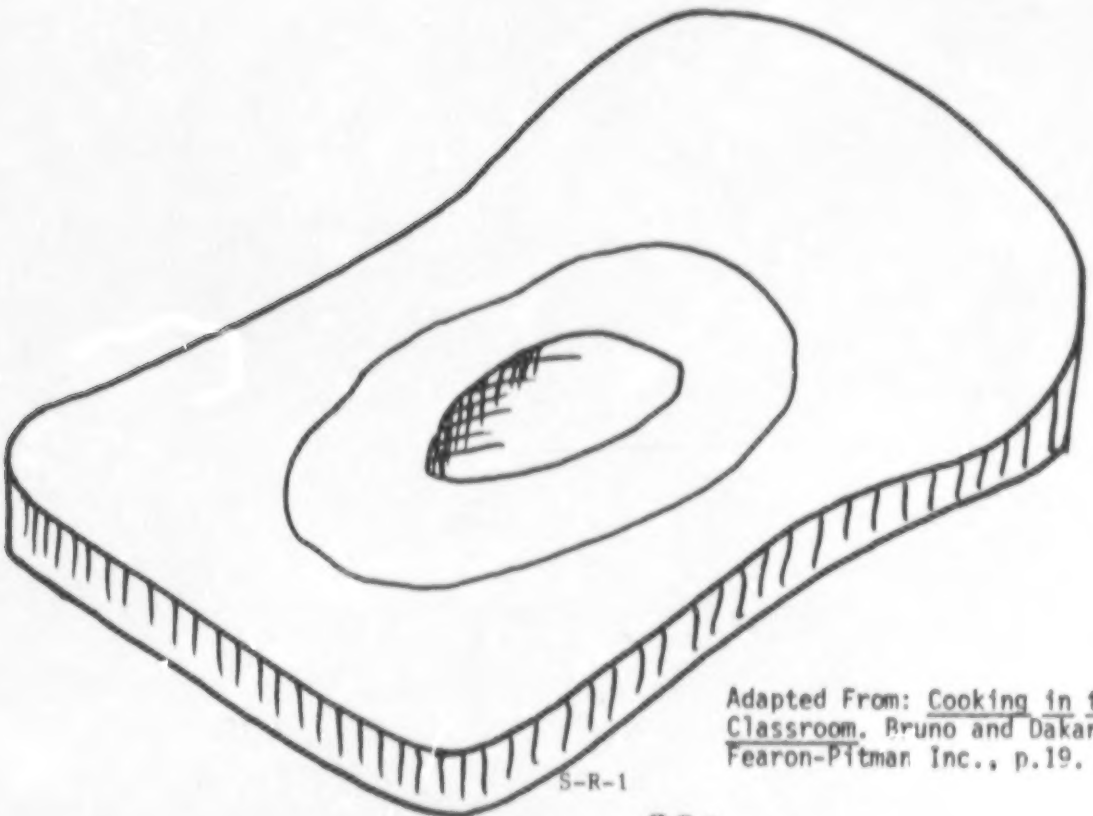
Use cookie cutter. Cut out center of bread.

Melt in pan 1 tablespoon butter.

Brown bread on both sides.

Break into hole 1 egg.

Cook covered until egg does not jiggle.



S-R-1

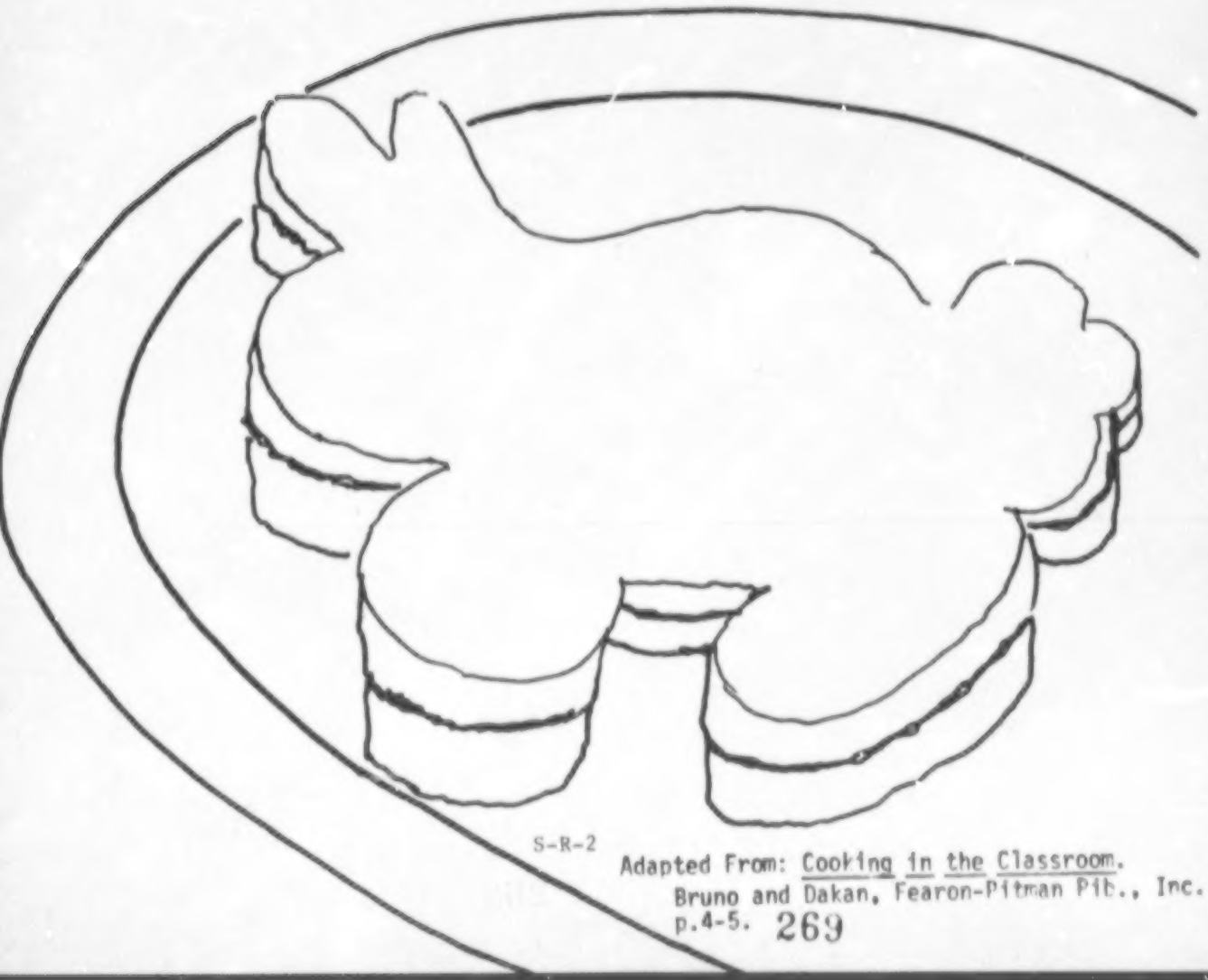
Adapted From: Cooking in the Classroom. Bruno and Dakan, Fearon-Pitman Inc., p.19.

FULL O'BALONEY ANIMALS

Butter 2 slices of bread. Add 1 slice baloney.

Use cookie cutter. Press hard.

Put animal on plate. Serve with apple and milk.



S-R-2

Adapted From: Cooking in the Classroom.
Bruno and Dakan, Fearon-Pitman Pib., Inc.
p.4-5.

FRUIT TREE SALAD

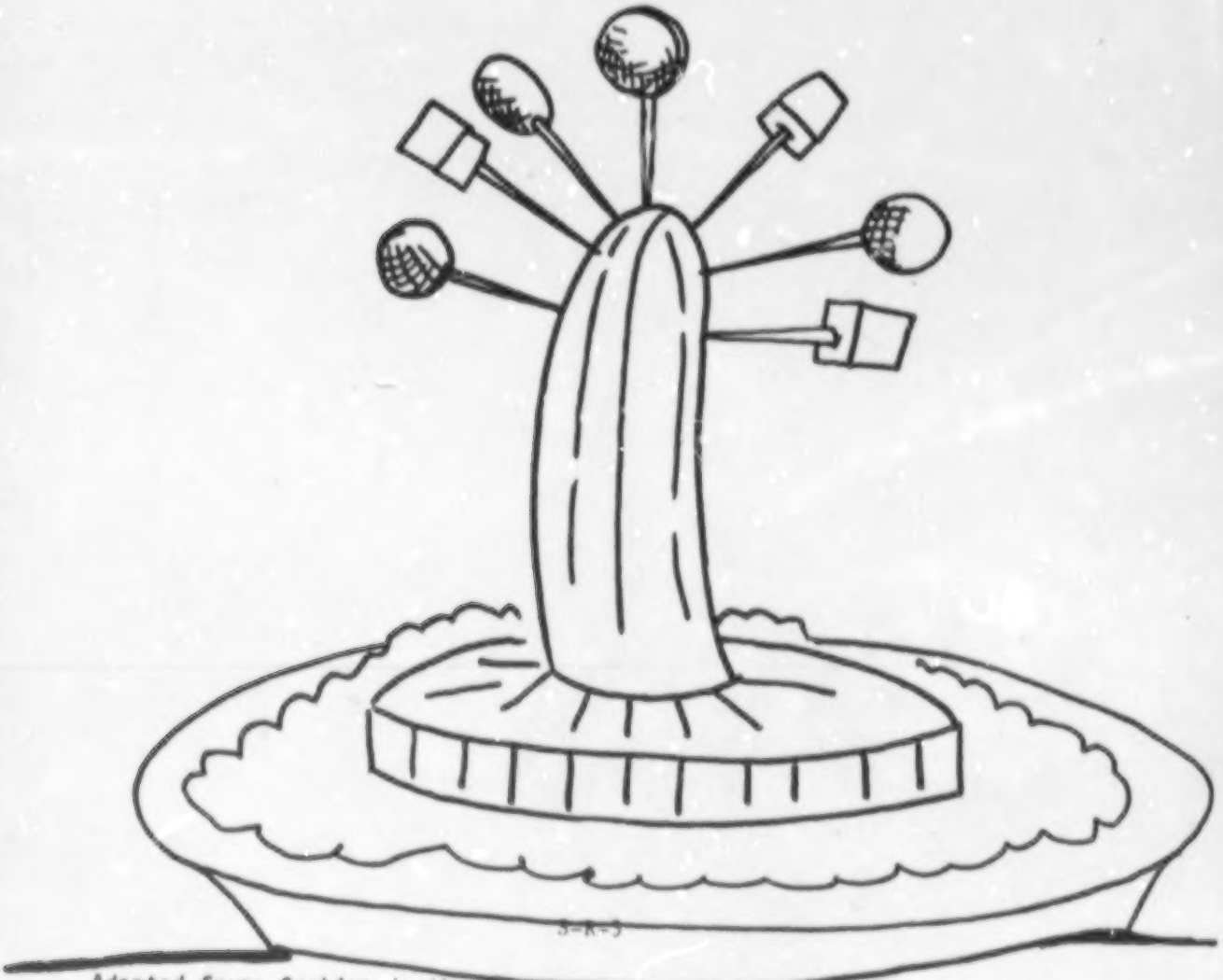
Put on plate 1 leaf lettuce.

Put in center 1 slice pineapple.

Put in hole ½ peeled banana.

Drain 1 small can fruit cocktail.

Put toothpicks through fruit. Put fruit on banana.



Adapted from: Cooking in the Classroom. Bruno and Dakan, Fearon-Pitman Pub. , Inc. p. 6-7.

LET US MAKE BUTTER AND BUTTERMILK

MATERIALS

Rotary egg beater
bowl or jar with a tight lid
small wooden spoon
measuring cup and spoon
knife
toothpicks for tasting
small paper cups

FOOD NEEDED

whipping cream (30% butterfat)
salt

NOTE: ½ pint cream makes 1/3 cup butter.

Let cream come to room temperature. Fill bowl or jar about half full of cream. Put the lid on jar and shake until lumps of butter forms throughout the cream.

NOTE: Let all children shake container - it will take about 20 to 30 minutes to make butter.

Pour off the buttermilk.

Put butter in small bowl.

Work remaining buttermilk out with wooden spoon.

Wash butter several times with cold water.

ACTIVITY

Encourage children to feel the butter.
Taste the butter. Then add a little salt.
Taste the butter with the salt added.
Taste the buttermilk.

Discuss the changes in taste, color, consistency and texture.

Carrot and Apple Salad

Peel 1 carrot 2 apples.

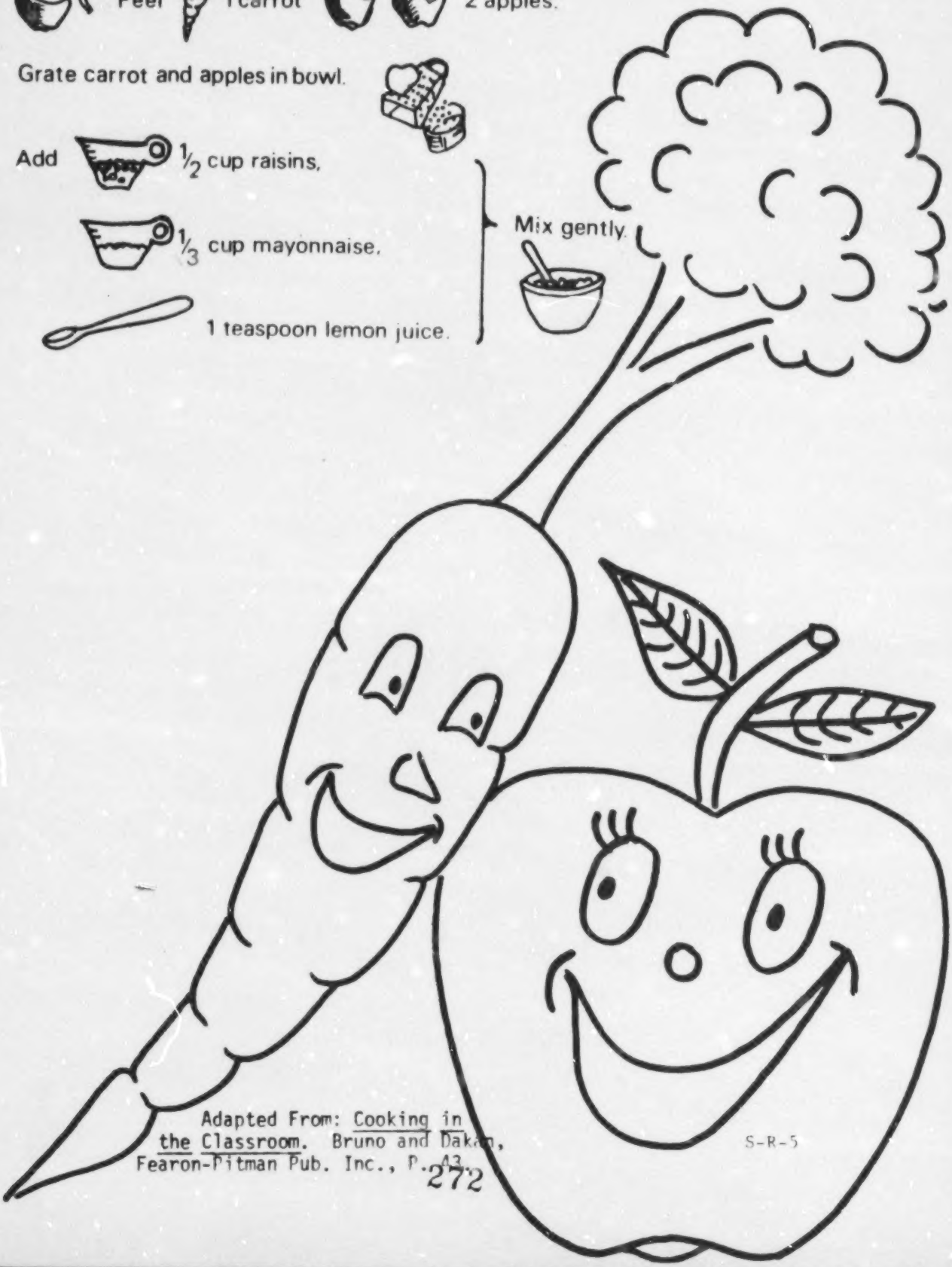
Grate carrot and apples in bowl.

Add ½ cup raisins,

 ⅓ cup mayonnaise,

 1 teaspoon lemon juice.

Mix gently.



Adapted From: Cooking in the Classroom. Bruno and Dakan, Fearon-Pitman Pub. Inc., P. A3.

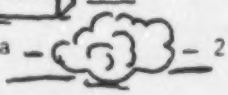
S-R-5

RESOURCE:
ACTIVITY 111-B-10

PEANUTBUTTER SCULPTURE

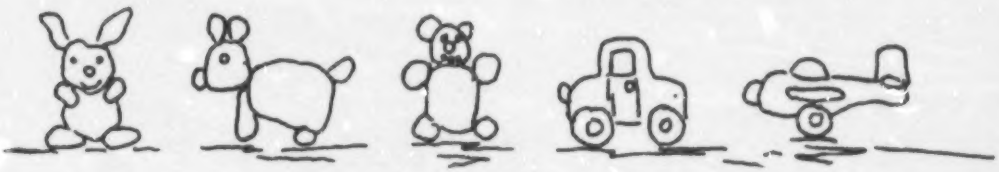
MIX equal parts of PEANUTBUTTER

and DRY MILK in a large bowl.

Give each child a  2 inch diameter ball of mixture.

Each child will mold the mixture into a food form.

Let each child "Show and Tell" about the food form he has sculptured.

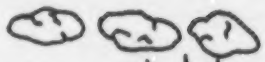


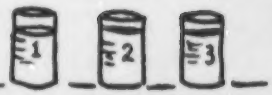
After "Show and Tell" children may eat their products.

S-R-6

RESOURCE:
ACTIVITY III-B-11

STONE SOUP

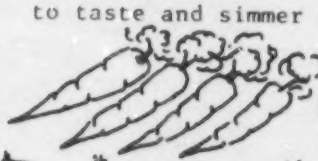
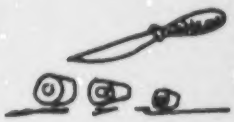
Select THREE  smooth (sterilized) stones

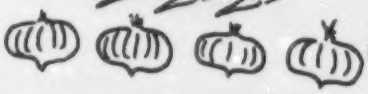
and place in a POT with THREE QUARTS 

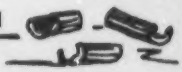
of WATER.

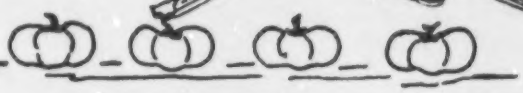
Add ONE POUND LEAN BEEF or ground beef, SALT

and PEPPER to taste and simmer for ONE HOUR.

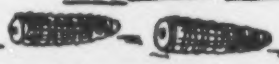
ADD: FOUR CARROTS  peeled, sliced. 

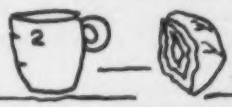
FOUR ONIONS  peeled and quartered.

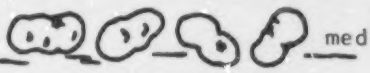
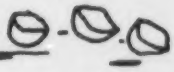
FOUR STALKS CELERY sliced 

FOUR TOMATOES 

ONE BOX FROZED PEAS

TWO EARS FRESH CORN  (Cut corn from cob)

TWO CUPS CABBAGE  (About 1/2 head of cabbage)

FOUR POTATOES  medium, diced. 

(Changes made from story, Stone Soup are: Omit barley and milk.
Add tomatoes, peas and celery.)

VANILLA ICE CREAM
(MAKE IN 6 OUNCE METAL JUICE CAN, 1 per student)

4 Cups Half and Half

1 Cup Sugar

1/4 teaspoon salt

1 teaspoon vanilla

MIX and CHILL the MILK, SUGAR, SALT and VANILLA

FILL 6 ounce cans 2/3 full

Cover can with foil. Place in individual service milk carton

FILL carton with layers of ICE and ROCK SALT.

STIR with metal spoon until frozen.